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In March 2006, Department of Defense Polygraph Institute (DoDPI) [now the Defense Academy for Credibility Assessment (DACA)] Research Division requested research to determine the optimal approaches or techniques used by an interrogator. Specifically, DACA wanted the researchers to gather information from "expert" interrogators (referred to as "superior" interrogators) regarding the approaches/techniques used in obtaining confessions/admissions following a failed credibility assessment and compare them with the more common approaches/techniques that are employed by the majority of interrogators.

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FINAL REPORT

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ASSESSMENT OF OPTIMAL INTERROGATION APPROACHES

PROVIDED BY

EASI Consult®
Expert Advocates *in* Selection International

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Executive Summary

In March 2006, the Department of Defense Polygraph Institute (DoDPI) [now the Defense Academy for Credibility Assessment (DACA)] Research Division requested research to determine the optimal approaches or techniques used by an interrogator. Specifically, DACA wanted the researchers to gather information from "expert" interrogators (referred to as "superior" interrogators) regarding the approaches/techniques used in obtaining confessions/admissions following a failed credibility assessment and compare them with the more common approaches/techniques that are employed by the majority of interrogators.

In May 2006, DoDPI awarded this research effort to Expert Advocates in Selection International, LLC (***EASI•Consult***®). Based on its expertise and innovative orientation, EASI•Consult® designed a unique core methodology in this research effort and combined the elements of Cognitive Task Analysis (CTA) with Competency Modeling (using Behavioral Event Interviewing) to identify, define and describe behavior based competencies that *distinguish superior from average interrogators*.

Therefore, EASI•Consult's approach was based on interviewing 25 separate interrogators (both *superior* and *average*) while reviewing a videotape of one of their actual interrogations in order to elicit the knowledge/tasks that supports performance. Based on CTA and Competency Modeling research, EASI•Consult's team identified 17 competencies that differentiated *superior* interrogators from *all other* interrogators. Implications for enhancing the training of interrogators, as well as additional research issues and questions, are discussed.

Project Background

BACKGROUND

In March 2006, the Department of Defense Polygraph Institute (DoDPI) Research Division requested research to determine the optimal approaches or techniques used by an interrogator following a credibility assessment that has determined the examinee is being deceptive and/or concealing information. Specifically, in Year 1, DoDPI wanted the researchers to gather information from "expert" interrogators (referred to as "superior" interrogators) regarding the approaches/techniques used in obtaining confessions/admissions following a failed credibility assessment and compare these with the more common approaches/techniques that are employed by the majority of interrogators.

In conjunction with this research outlined above, in Year 2, DoDPI requested that researchers utilize the findings to develop a training system that will allow new and "non-expert" interrogators (referred to as "average" interrogators) to learn and practice the more effective approaches/techniques utilized by the superior interrogators.

In May 2006, DoDPI awarded the Year 1 contract to Expert Advocates in Selection International, LLC (***EASI•Consult***®) to investigate the characteristics of expert interrogators. (In 2007, DoDPI became the Department of Defense's Defense Academy for Credibility Assessment [DACA], and throughout the remainder of this Report, the title DACA will be used to refer to both DoDPI and DACA).

DACA's primary goal in this research effort was "to determine the optimal approaches or techniques undertaken by the interrogator after a polygraph examination when the examinee exhibited deception and/or the concealing of

information pertaining to the focus of the polygraph examination". Therefore, EASI•Consult's objective was to develop empirically based descriptions of interrogator expertise based on in-depth interviews with acknowledged superior and average interrogators. EASI•Consult's unique core methodology combined the elements of Cognitive Task Analysis with Competency Modeling to identify, define and describe behavior-based competencies that distinguish superior and average interrogators.

(In this Report, the term "interrogator" will be used to refer to the Year 1 research project participants who conduct post-polygraph interrogation interviews. The term "interviewer" will be used to refer to EASI•Consult® team members who interviewed interrogators).

REPORT OBJECTIVES

DACA supports two primary functions – (a) basic research on methods of lie detection and (b) the development and delivery of training on the use of lie detection methods including the polygraph and the conduct of pre- and post-polygraph interrogations. This project directly supported DACA's research role and was monitored by DACA research staff, Dr. Stuart Senter (initially) and Dr. Dean Pollina. Because the Year 1 project was a research effort, this Report is organized as a research report document following the standard outline and format of research manuscripts in refereed journals in the field of psychology.

The purpose of the Year 1 research, however, was not only to identify the competencies of expert interrogators. Specifically, these research results are intended to be utilized in the second phase (Year 2) of the effort regarding Optimal Interrogation Approaches, and to develop interrogator training strategies based on the improved understanding of interrogator expertise from the Year 1 research effort. Therefore, the last section of this Report identifies key implications of this research for potential enhancements to interrogator training as well as other possible applications of the research results.

Introduction

BACKGROUND OF POLYGRAPH

The "psychophysiological detection of lying" was first introduced by Harvard psychologist William Marston in 1917. Since that time, the most commonly utilized instrument for the detection of lying (i.e., a credibility assessment) is the polygraph. The polygraph instrument is used to monitor bodily activity while a person is responding to specific questions. Specifically, chest movements associated with inspiration and expiration, changes in skin resistance (the galvanic skin response), and changes in blood pressure and pulse are all measured and charted as physiological tracings in an effort to display a pattern of physiological responses that indicate lying, or deception.

Various types of polygraph tests may be conducted, depending upon the purpose of the investigation. The most common, the "control question test (CQT)" is often used to investigate deception regarding a specific incident, such as a specific crime. In conjunction with the CQT, and most polygraph tests, the complete polygraph examination is comprised of three separate activities:

1. The pre-polygraph interview and preparation
2. The polygraph examination (and the analysis of the results of this examination)
3. The post-polygraph procedure

The characteristics of the post-test procedure are dependent upon the results of the polygraph examination. If the polygraph indicated "no deception", then the examiner advises the examinee that his/her results indicate he/she has been truthful regarding the questions asked in this investigation. On the other hand, if the polygraph examination indicated "deception", then a "post-polygraph interrogation" is applicable.

PRE-POLYGRAPH INTERVIEWS AND POST-POLYGRAPH INTERROGATIONS

As Inbau, Reid, Buckley and Jayne (2005) outline, an interview, such as the Pre-Polygraph Interview, is very different than an interrogation that may occur during the post-polygraph procedure. Specifically, an interview:

1. is nonaccusatory
2. is conducted to gather information
3. may be conducted early during an investigation
4. may be conducted in a variety of environments
5. is free-flowing and relatively unstructured
6. should include notes taken by the investigator

Unlike the interview, an interrogation, including a Post-Polygraph Interrogation, is more directive with a number of distinct characteristics, including:

1. **An interrogation is accusatory**. A deceptive suspect is not likely to offer admissions against his self-interest unless he is convinced that the investigator is certain of his guilt. Therefore, a strong undeniable accusatory statement is necessary, otherwise the suspect will recognize the uncertainty in the investigator's confidence, which will reinforce the suspect's determination to deny any involvement in committing the crime.

2. **An interrogation involves active persuasion**. The fact that an interrogation is being conducted means that the investigator believes that the suspect has not told the truth during non-accusatory questioning. Further non-accusatory questioning of the suspect is unlikely to elicit the presumed truth. Therefore, in an effort to persuade the suspect to tell the truth, the investigator will use tactics that make statements rather than ask questions. These tactics will also dominate

the conversation; for someone to be persuaded to tell the truth, that person must first be willing to listen to the investigator's statements.

3. **The purpose of an interrogation is to learn the truth**. A common misperception exists that the purpose of an interrogation is to elicit a confession. Unfortunately, there are occasions when an innocent suspect is interrogated, and only after the suspect has been accused of committing the crime will the suspect's innocence become apparent. If the suspect can be eliminated based on behavior or explanations offered during an interrogation, the interrogation must be considered successful because the truth was learned. Often, of course, an interrogation will result in a confession, which again accomplishes the goal of learning the truth.

4. **An interrogation is conducted in a controlled environment**. Because of the persuasive tactics utilized during an interrogation, the environment needs to be private and free from distraction.

5. **An interrogation is conducted only when the investigator is reasonably certain of the suspect's guilt**. The investigator should have some basis for believing a suspect has not told the truth before confronting the suspect. The basis for this belief may be the suspect's behavior during an interview, inconsistencies within the suspect's account, physical evidence, or circumstantial evidence coupled with behavioral observations. Interrogation should not be used as a primary means to evaluate a suspect's truthfulness – in most cases that can be accomplished during a non-accusatory interview.

6. **The investigator should not take any notes until the suspect has told the truth and is fully committed to a position**. Premature note-taking during an interrogation serves as a reminder to the suspect of

the incriminating nature of his statements and can therefore inhibit further admissions against self-interest. Only after the suspect has fully confessed, and perhaps after the confession has been witnessed by another investigator, should written notes be made documenting the details of the confession.

In fact, John Reid and Fred Inbau and others (e.g., Reid, Buckley, and Jayne, 2005) have led widely recognized programmatic research on interrogation. This is based on over six decades of work as they refined and described the Reid Technique for Polygraphy and Post-Polygraph Interrogation. Their primary focus was on the *behavior of suspects* as captured in their Behavior Symptoms model and their methodology for effective interrogation. In the Reid Technique, the primary role of the interrogator in the Post-Polygraph Interrogation is to become effective at carrying out the Nine Steps of the Reid Technique. These steps include:

1. Direct Positive Confrontation (DPC)
2. Theme Development
3. Handling Denials
4. Overcoming Objections
5. Procurement and Retention of the Suspect's Attention
6. Handling the Suspect's Passive Mood
7. Presenting an Alternative Question
8. Having the Suspect Relate Details of the Offense
9. Converting an Oral Confession into a Written Confession

In this sense, Reid's research does not so much reveal interrogator expertise as it prescribes the key methodological steps necessary for interrogators to be successful. Indeed, this research represents the intellectual precursor of DACA's own training framework. Rather than Nine Steps, DACA has developed Seven Stages that guide the person through the Post-Polygraph Interrogation (when deception is indicated). These Stages are:

1. Informing the Examinee of Deception Indicated (DI) Results - Confrontation
2. Development of Themes
3. Controlling Denials
4. Confronting Examinee Objections
5. Breaking Point
6. Providing an Optional Question
7. Obtaining the Confession

On the other hand, the well-known documentation of Hanns Scharf's methods for interrogating World War II enemy combatants focuses on the *predictable tendencies of prisoners of war* and a methodology for eliciting, over time, concealed information (Toliver, 1997). Certainly, Scharf's methodology is strikingly different from the Reid Technique. Perhaps the differences between the prisoner of war context and the criminal suspect context explain some, or many, of the differences between the Reid Technique and Scharf's non-confrontational approach. However, neither approach focused on the specific interrogator's behavior and expertise.

PRESENT RESEARCH

The present research is one step in DACA's effort to supplement past research focusing on the suspect and methodology with research and new information about the *interrogator's own behavior* in the interrogation process. The results of this research effort will not necessarily be inconsistent with the research that has gone before it. Indeed, it is likely that this research effort will find results that are fundamentally consistent with past research results about suspects and interrogation methodology. This is due to the fact that this effort is being conducted entirely within the context of interrogations that, procedurally, are generally consistent with the overall framework implemented by DACA in its training. Even if the specific interrogations steps used by the participating interrogators departed from the precise Seven Stage DACA

model, they generally adhered to key elements including the role of the polygraph, confrontation, themes, controlling denials, and encouragement.

However, this research is focused on determining the *optimal approaches or techniques used by an interrogator* following a credibility assessment that has determined that the examinee is being deceptive and/or concealing information, i.e., in the Post-Polygraph Interrogation.

OUR APPROACH

As mentioned above, EASI•Consult's unique core methodology in this research effort was to combine the elements of Cognitive Task Analysis with Competency Modeling (using Behavioral Event Interviewing) to identify, define and describe behavior-based competencies that *distinguish superior from average interrogators*. Therefore, it is critical to present information regarding both Cognitive Task Analysis and Competency Modeling.

COGNITIVE TASK ANALYSIS

Modern work, with its increasing reliance on automation to support human action, has focused attention on the cognitive aspects of tasks that are not accessible to direct observation. The mental processes organize and give meaning to the observable physical actions (Schraagen, Chipman & Shalin, 2000). Years ago, attempts to analyze a task like air traffic control with traditional behavioral task analysis techniques made the shortcomings of those techniques strikingly clear (Means, 1993).

Starting in the 1960s, the cognitive revolution in academic psychology increased our awareness of the extensive cognitive activity underlying even apparently simple tasks, and provided research techniques and theories for characterizing covert cognition. Hence, the term *cognitive task analysis* came into use to describe a new branch of psychology.

Specifically, the term Cognitive Task Analysis (CTA) began to emerge in reports in the late 1970s and 1980s (Gallagher, 1979; Scandura, 1982; Rothkopf, 1986). It encapsulated attempts to apply more current cognitive psychology concepts to the analysis of complex tasks. Whereas in the 1950s and 1960s the major emphasis in task analysis was on control tasks (e.g., loading, flying, managing a chemical plant), CTA is primarily concerned with decision-making tasks such as air traffic control and trading securities.

More recent authors (e.g., Seamster, Redding & Kaempf, 1997) sometimes treated CTA as if it involved entirely new concepts compared with an outdated "behavioral" tasks analysis. Such a contrast would be an oversimplification of the intellectual history of task analysis principles and methods. However, CTA does make explicit the cognitive involvement that was implicit in other task analysis approaches (e.g., Miller, 1962 and Annett, et. al., 1971).

Therefore, CTA can be described as the extension of traditional task analysis techniques to yield information about the knowledge, thought processes, and goal structures that underlie observable task performance. Some would confine the term exclusively to the methods that focus on the cognitive aspects of tasks, but this seems counterproductive. Overt observable behavior and the covert cognitive functions behind it form an integrated whole. Artificially separating and focusing on the cognitive alone is likely to produce information that is incomplete when attempting to understand, aid, and/or train job performance.

In addition, CTA recognizes that years of experience are typically required to achieve high levels of performance for most jobs, even when extensive job knowledge is acquired from formal education and training. Considerable time must by spent adapting learned principles and methods to new or more complex situations arising from the changing requirements of the job. This even appears true for jobs such as ditch digging, which generally do not

involve substantial cognitive demands. For example, skilled ditch diggers develop effective strategies for identifying and managing risky situations, for making work more efficient, and so forth (Shalin & Verdile, 1998). Jobs that involve dynamic work conditions and multiple team participants require additional knowledge to accommodate changing work conditions and constraints and to manage interactions between multiple tasks and task contexts. These additional knowledge requirements, beyond those defined by traditional education and training curricula, are essential to effective job performance and comprise most of what is meant by the term *job expertise.*

For example, consider the following episode taken from work with navy computer technicians (DuBois & Shalin, 1995). While observing a technician aboard a ship at sea, his routine work of loading new tapes onto the computers was interrupted by a computer fault. Because these computers were involved in recording the data for an imminent missile launch, several of the ship's officers quickly entered the computer room to monitor and discuss the problem. The technician responded to direct queries and suggestions from the officers while intermittently switching between completing the tape-loading task and beginning the troubleshooting process. He appeared hesitant and unsure of how to proceed. A subsequent debrief of the computer technician revealed an impasse concerning how to deal with the officers. He did not know an effective way to request that they refrain from interfering with the troubleshooting process. Their insistence on discussing areas outside their expertise was impeding progress. Further, the computer technician was uncertain of the relative priorities for the multiple tasks facing him, given the change in circumstances (i.e., a system fault that could delay or end the entire missile launch). The knowledge requirements imposed by this situation involved communicating effectively with officers and decision making about the relative task priorities in novel contexts. More experienced technicians' described the solutions they had generated from similar work experiences,

such as assigning one team member to brief the officers while keeping them from interfering with troubleshooting.

This episode illustrates cognitive complexities of job expertise by demonstrating the unique knowledge requirements that emerge in real-world contexts (i.e., interactions between tasks, and between tasks and the context). It also emphasizes the importance of this knowledge for effective job performance. Consistent with research in personnel psychology (e.g., Campbell, McCloy, Oppler & Sager, 1993; Peterson, Mumford, Borman, Jeanneret & Fleishman, 1995), this focus on job performance in context reveals that job performance and job expertise are multidimensional in nature. CTA elaborates this claim by making explicit the implicit knowledge and cognitive-processing requirements of jobs.

Although cognitive psychology and computer science have strongly influenced the development of modern task analysis methods, including CTA, there are other factors that have also affected the various methods. These have to do with the way in which the socio-technical system is organized and the essential problem-solving nature of the task analysis process.

The seldom made distinction between description and analysis is crucial. When a number of different practitioners (i.e., analysts) are expected to feed information into a common database, they are almost bound to use a common language to describe their findings, whether these be empirical descriptions of how people *actually* perform the tasks in question or how they *might ideally* be performed. Therefore, task analysis in these cases is simply the collection of data, subsequently to be used by someone else for purposes which are not always clear to those collecting the data.

By contrast, CTA can be viewed as a problem-solving process in which the questions asked and the data collected are all aimed at providing answers to

the questions posed. Task analysis, as opposed to task description, should be a way of producing answers to questions (i.e., identifying potential performance failures or training needs and indicating how these problems might be solved). The methods used should be adapted to the question asked (Essens, Fallesen, McCann, Cannon-Bowers, and Dorfel, 1994).

Once it is recognized that CTA is the most effective approach for analyzing tasks and describing job expertise, the choice of the specific method of CTA to utilize is primarily influenced by two considerations: (a) the assumptions made about the nature of job expertise and human cognition, and (b) the adaptations and constraints imposed by the application goal (e.g., personnel testing, training, and software design). Following upon the work of DuBois and others (e.g., DuBois & Shalin, 1995; DuBois, Shalin, Levin & Borman, 1997), the approach utilized by EASI•Consult's team of analysts assumed that the multidimensional expertise acquired from job experience involves interactions between the **technical core tasks** (e.g., loading new tapes onto computers to record data monitoring computer performance, and, when required, diagnosing and repairing computer faults or following the prescribed ***stages*** of the interrogation), other major work tasks (e.g., teamwork, communication, or obtaining case file information from arresting officers), and **changes in the work context** (e.g., changes in missions, environments, equipment or new information acquired during the interrogation).

DuBois, Shalin, Levi and Borman (1997) further described a collection of procedures flexibly applied to describing the expertise that supports overall job performance. Their CTA procedures emphasize describing the contents of knowledge, rather than simply the processes of cognition. Consequently, they utilize verbal evidence to identify: (a) the standard methods used for accomplishing tasks; (b) how these methods are selected, initiated, and completed, and (c) how these methods are adapted to novel situations (Campbell, 1971; Campbell, et al., 1993).

These researchers also emphasize a focus on whole jobs rather than isolated technical tasks. They believe that although instruction frequently addresses individual tasks, additional expertise must be required to perform successfully in a complex, dynamic setting. Knowing the relative priority of tasks, options for satisficing some tasks, and relative timelines for completion of intermediate steps, are but a few examples of the knowledge that comprises job expertise and typically is acquired from job experience.

They also state that CTA should be used in observing competent job performance in its natural setting. The rationale for these preferences is the physical, social, and psychological environments of the workplace. Lastly, they emphasize the use of sampling to ensure that CTA results fairly, completely, and accurately represent the target domain. Reliance on theory and preliminary task analysis interviews ensures that subsequent data gathering samples the relevant persons, tasks, and contexts. Further, the data-collection plan for CTA should incorporate procedures to ensure that all major tasks are sampled as well as major contextual factors represented by changes in missions, environments, and resources.

For this research effort, EASI•Consult's team of analysts integrated the procedures described by DuBois, Shalin, Levi & Borman (1997) with the skill-based CTA framework of Seamster, Redding & Kaempf (1997). This skill-based CTA framework proposes a simplified hierarchy of cognitive skill types which facilitates the application of CTA to a specified set of methods that can be applied by personnel in operational settings. This framework is guided by an operational definition of skill grounded in Ericsson and Lehmann's (1996) review of skill research.

A cognitive skill includes the content, organization, and mental manipulation essential for average or superior performance. A cognitive skill is acquired through task or job practice and therefore, can be trained. This framework

bypasses the research communities' controversy over what is knowledge and what is skill by concentrating on elements essential to average or superior performance. Although theoretically complex, operationally, the knowledge - skill distinction can and should be simplified. If the task element is more efficiently trained in the context of complete or part-task performance, is it skill. If the element is more efficiently trained as a concept, it is knowledge.

The skill-based CTA framework has three features that help transition cognitive task analysis from the research lab to operational environments. First, its emphasis on skill types helps limit the scope of the CTA and makes the results operationally relevant. This is done by linking each skill type to specific analysis techniques that then link to specific training that is structured and sequenced along a continuum of skill complexity (see Gagne, Briggs & Wagner, 1992).

Second, this framework facilitates CTA analysis within the context of an existing task analysis or task listing. This skill-based framework then allows the analyst to probe specific cognitive skills in more depth than can be done using traditional task analysis methods, while maintaining a point of reference to other jobs, especially those that may require the same, or similar, skills.

Third, the skill-based framework uses methods that are most practical in operational settings, where time is limited and analysts may have little training in statistics, research methods, or cognitive science. The data collection and analysis methods used in this framework were selected and modified so they can be readily used in operational environments.

COMPETENCY MODELING

As detailed above, DACA's primary goal in this research effort was "to determine the optimal approaches or techniques undertaken by superior interrogators". Therefore, EASI•Consult® recognized that competency modeling was also essential for this effort.

Competency-based methodology was pioneered by David McClelland, a Harvard University psychologist in the late 1960's and early 1970's (Czarnecki, 1995). McClelland set out to define competency variables that could be used in predicting job performance and that were not biased by race, gender, or socioeconomic factors. Specifically, as David McClelland (1976) initially defined, a competency "is an underlying characteristic of a person which enables them to deliver *superior* performance in a given job, role, or situation". Further research extended the definition that a competency is a "combination of motives, traits, self-concepts, attitudes, content knowledge or cognitive behavior skill; any individual characteristic that can be reliably measured and shown to *differentiate superior from average performers* (Spencer, McClelland & Spencer, 1992). In fact, McClelland's (1973) competency methodology can be summed up as "systematically comparing superior performing persons with less successful persons to identify successful characteristics".

Over the last two decades a growing number of private and public sector organizations have pursued the use of competency modeling in their Human Capital initiatives. Only a few have successfully replicated McClelland's original approach to this procedure. Rather, most efforts limit their focus to what superior (or simply incumbent) performers do to complete different tasks of their job successfully. This study took great effort to compare and identify the unique characteristics that indeed *differentiate superior from average interrogators.*

Method

INITIAL PROJECT MEETING

Once DACA awarded the Year 1 contract to EASI•Consult® in May, 2006, an Initial Project Meeting was planned. This meeting, conducted on June 14, 2006 was designed to address several key topics, including:

1. The meeting of the primary project researchers/managers for both DACA and EASI•Consult®. For DACA, this included Drs. Stuart Senter and Dean Pollina, both Research Psychologists from the Research Division. EASI•Consult's primary team consisted of Dr. David Smith, President of EASI•Consult®, Mr. David Hoff, COO and Vice President of EASI•Consult®, Dr. Joseph Gier, Vice President of EASI•Consult®, and Dr. Jerard Kehoe, Senior Consultant with EASI•Consult®.
2. Discussion and agreement of the project management relationships between DACA's team and EASI•Consult's team.
3. Discussion and elaboration on EASI•Consult's proposed approach for the overall research effort. This included:
    a. Gathering and studying available information
    b. Establishing project processes
    c. Creating preliminary "model" of expertise
    d. Gathering information from/about interrogators
    e. Analyzing and drawing conclusions
    f. Validating conclusions
    g. Documenting conclusions to inform training applications
4. Review and discussion of project schedule and resources.
5. Deciding upon methods for sharing information between DACA and EASI•Consult®.
6. Agreement of next steps (see Appendix A for a complete overview of this portion of the Initial Project Meeting).

In addition, EASI•Consult's team individually interviewed experienced interrogators from DACA's Instruction Division. The focus of these interviews included gaining an understanding of:

1. DACA's polygraph and interrogation training program.
2. Students who typically attend this training.
3. The expectations of the Instructors regarding this research effort.
4. Key issues that would ensure the success of this research effort (see Appendix B for the complete list of questions asked during these interviews).

Once these interviews were completed, it was agreed that EASI•Consult's team would conduct Pilot Interviews with DACA experienced interrogators and students who were completing the 13-week DACA polygraph and interrogation training program.

REVIEW OF LITERATURE AND PILOT INTERVIEWS

Prior to the Pilot Interviews, members of EASI•Consult's team reviewed key writings on interrogations. Specifically, the extensive work of Inbau, Reid, Buckley, and Jayne (2005), the approach utilized by Hanns Joachim Scharf in World War II (Toliver, 1997), and the U.S. Army Intelligence and Interrogation Handbook (Department of the Army, 2005) were studied. In addition, the manual for DACA's Psychophysiological Detection of Deception Program was reviewed. Combining the information obtained during the Initial Project Meeting with that learned in this literature review, EASI•Consult® recognized that the approach for eliciting job knowledge begun by Ericsson & Simon, (1993), and refined by DuBois & Shalin (2000) would provide a strong foundation to obtain a comprehensive assessment of optimal interrogation approaches

Specifically, these researchers detailed an approach whereby videotaped protocol analysis of job performance in the natural work environment is used to identify and describe the knowledge that supports effective performance. They showed that videotaping captures important features of the work context such as the work and physical environments, physical movements, and facial expressions. In addition, the visual documentation provides a rich source of information about how work (in the present study, interrogation) gets initiated (e.g., from recognition of pattern of cues), structured, and constrained. These researchers document how using videotape results in the identification of the characteristics of the work context that contribute to the knowledge requirements of the job. As noted by DuBois & Shalin (2000), the effects of these features are pervasive, yet subtle enough that they are not recalled by SMEs when they provide descriptions and explanations to others away from the job context.

Therefore, EASI•Consult® designed an approach to interview interrogators that included reviewing a videotape of an actual interrogation in order to elicit the knowledge/tasks that supports effective performance. Based on CTA and Competency Modeling research, EASI•Consult's team set out to compare the information elicited from *superior* interrogators with that elicited from *other* interrogators in order to identify the competencies and behavioral examples that differentiate interrogator performance.

Building upon the Seven Stages of the Post-Polygraph Interrogation taught in DACA's Psychophysiological Detection of Deception Program, EASI•Consult® developed an interview protocol for the Pilot Interviews. This interview included questions about the overall interrogation, the planning and preparation that was completed prior to the interrogation, each of the Seven Stages, and the conclusions reached as the interrogation was completed. (Appendix C includes the complete interview protocol).

For the Pilot Interviews on July 16, 2006, instructors from DACA's Instruction Division identified four superior students who were within one week of completing the 13-week Psychophysiological Detection of Deception Program. Each student provided a videotape of a recent "practice" interrogation, and two members of EASI•Consult's team viewed each videotape and then replayed the video while interviewing the person who conducted that interrogation.

After the Pilot Interviews with these four students were completed, EASI•Consult's team individually interviewed experienced interrogators from DACA's Instruction Division.

These interviews consisted of reviewing the Pilot Interview protocol, discussing the completed student interviews, and obtaining insights into superior interrogators. Refinements to the interview protocol were made based on these two sets of interviews. During the conduct of these Pilot Interviews, EASI•Consult's team videotaped their interviews with each student. These videotapes allowed EASI•Consult's team to critique their interview protocol and techniques, and would serve as training materials in the upcoming interviewer and note taker training sessions.

EASI•CONSULT'S THINK TANK

In order to more thoroughly understand all issues underlying interrogation techniques, and *superior* interrogators, EASI•Consult® conducted a Think Tank on July 28 and 29, 2006. This Think Tank was designed to:

1. Expand the primary researchers' (David Smith, David Hoff, Joseph Gier, and Jerard Kehoe) understanding of cognitive task analysis and how it can be integrated into a competency modeling approach (our current thinking).
2. Add a "clinical" or "holistic" eye to the approach that was adopted for this project by determining if there are issues/variables that should be

considered in addition to the competency and cognitive task analysis approach on which the work was funded.

3. Look at the likely finished product of this project and how that will impact the data analysis approach, and more importantly, the form in which data should be collected.
4. Finalize our thinking (not necessarily make final decisions) regarding the research approach, interview protocol, and data analysis approach so that final decisions can be made in the coming week.

Based on the information gathered in the literature review and Pilot Interviews (see above), designated persons were invited to this Think Tank. These persons included other members of EASI•Consult® with various areas of expertise. Think Tank participants included:

1. David Smith, Ph.D. – I/O Psychology
2. David Hoff, M.Ed. – Applied Human Development
3. Robert McIntire, Ph.D. – I/O Psychology, U.S. Navy
4. Jerard Kehoe, Ph.D. – Quantitative Psychology
5. Linda Greensfelder, Ph.D. – Clinical Psychology
6. Joseph Gier, Ph.D. – I/O Psychology
7. Brian Bonness, Ph.D. – I/O Psychology
8. Mary Beth Gianoli, M.A. – Information Management; M.A. – I/O Psychology
9. Jessica Deslauriers, B.A. – Psychology

Prior to convening the Think Tank, all participants were provided relevant background and research information to study. This information included:

1. Polygraph and interrogation research conducted by Inbau, Reid, Buckley, and Jayne (2005)
2. Polygraph research conducted by Iacono & Patrick (1997)
3. History of DoDPI (now DACA)

4. Overview of DACA's Psychophysiological Detection of Deception Training Program
5. Cognitive Task Analysis research conducted by DuBois, Shalin, Levi and Borman (1997) and Ericsson and Lehmann's (1996)
6. Summary of the Pilot Interviews conducted by the EASI•Consult® team in June, 2006

Topics discussed throughout the Think Tank included:

1. Results obtained with the interview protocol used during the Pilot Interviews.
2. Potential enhancements required to the interview protocol.
3. The most effective manner in which to train interviewers and note-takers.
4. The most effective approach for collecting data throughout the interviewing process.
5. The most effective approach for managing all data collected throughout the interviewing process.
6. The most effective approach for analyzing all data collected throughout the interviewing process.
7. The most effective approach for reporting all information gathered during the research effort.
8. Potential traits, personality profiles, etc. consistent with superior interrogators.
9. Other potential issues that might occur during interviews. (Appendix D includes the complete agenda for the Think Tank).

The results of the Think Tank included:

1. Enhanced understanding of interrogation procedures.
2. Revisions to the protocol for the interview that would be conducted with each participating interrogator.

3. Finalized decision on the most effective approach for conducting training for all interviewers.
4. Finalized decision on the most effective approach for collecting data throughout the interviewing process.
5. Finalized decision on the most effective approach for managing all data collected throughout the interviewing process.
6. Finalized decision on the most effective approach for analyzing all data collected throughout the interviewing process.
7. Finalized decision on the most effective approach for reporting all information gathered during the research effort.
8. Assignment of specific aspects of the project to members of EASI•Consult's team.

INTERVIEWER AND NOTE-TAKER TRAINING

On August 21, 2006 in Washington, DC, and on August 24 in St. Louis, MO, EASI•Consult's COO - David Hoff, M.Ed. – led identical training sessions for EASI•Consult® team members who would serve as interviewers and note-takers in the upcoming interviews with interrogators. The objectives of these identical training sessions included:

1. A complete understanding of what EASI•Consult® planned to produce for DACA as a final product/deliverable.
2. Complete knowledge of how to ask neutral, open-ended questions of interrogators.
3. Ability to take verbatim notes of interrogator statements (for note-takers).
4. Ability to analyze notes to extract behavioral indicators indicative of superior interrogation. (Appendix E includes the detailed objectives and agenda for the Interviewer and Note Taker training).

During the training programs, trainees:

1. Reviewed the revised (final) interview protocol

2. Reviewed the principles of Cognitive Task Analysis
3. Reviewed the principles of Competency Modeling
4. Viewed videotapes of the interviews that were conducted with students in the Pilot Interviews (see above)
5. Reviewed notes taken during these Pilot Interviews
6. Practiced interviewing (or note-taking)
7. Reviewed the logistics of upcoming interviews

By the end of the training, each potential interviewer and note taker was required to complete a practice interview (and note taking) that met the standards established by Mr. Hoff (as originally established by Dr. David McClelland). Only those EASI•Consult® team members who met the standards were certified to serve as interviewers, or note-takers, for this research effort. (Appendix F includes the list of certified interviewers and note-takers).

INTERROGATORS IDENTIFIED TO PARTICIPATE IN THE RESEARCH EFFORT

At the onset of this research effort, DACA's lead Research Psychologists informed EASI•Consult's team that interrogators from various Federal Agencies (i.e., FBI, USPS, etc.) would be able to participate in the research. Therefore, Drs. Stuart Senter and Dean Pollina began contacting the appropriate Federal Agencies to identify numerous interrogators who could serve as research participants. Their goal was to identify more than 60 interrogators, and then 10-20 superior interrogators and 10-20 average interrogators would be chosen from this group.

However, as they talked with contact persons at these agencies, they learned that the interrogations that were conducted by these persons were not videotaped. In addition, in the rare instance where an interrogation was videotaped, due to privacy/security concerns, the agency was not willing to allow their interrogator (with his/her videotaped interrogation) to participate in

this research. Therefore, DACA and EASI•Consult® were forced to identify and obtain other interrogators, with videotaped interrogations, to serve as research participants.

Based on the recommendation of Drs. Stuart Senter and Dean Pollina, and Mr. William Norris, Director DACA, it was decided that criminal interrogators from local and state law enforcement agencies that videotaped interrogations would be contacted. These agencies would be asked to provide at least one interrogator to participate in this research effort. (See Appendix G for a copy of the letter from Mr. Norris that requested participation by various law enforcement agencies).

Over a period of six months, DACA provided the names of various law enforcement agencies that were believed to be eligible for inclusion in this research (conducted post-polygraph interrogations and videotaped them). Throughout that time, EASI•Consult's team, supported by Dr. Dean Pollina, contacted over 45 law enforcement agencies to verify eligibility of participation in this study. If so, their participation was requested.

Fifteen agencies agreed to participate. Table 1 below lists all participating agencies, and the number of interrogators that participated from each agency. Table 2 lists the years of experience of each participating interrogator, by agency.

Table 1

Participating Agencies

Agency or Department	# of interrogators
Aurora Police Department (Colorado)	2
Behavioral Measures and Forensic Services, SW, Inc. (Texas)	2
Irving Police Department (Texas)	1
Denver Police Department (Colorado)	1
Contra Costa County - Office of the District Attorney (California)	1
Montgomery County Sheriff's Department (Texas)	1
Naples Bureau of Police (Florida)	2
Pittsburg Police Department - Investigation Division – Homicide (California)	1
Bangor Police Department (Maine)	1
Cumberland County Sheriff's Office (Maine)	1
Topsham Police Department (Maine)	1
Portland Police Bureau (Oregon)	8
Portland Police Department (Maine)	1
Scarborough Police Department (Maine)	1
St. Louis County Police Department (Missouri)	1

Table 2

Participating Interrogators

Number of Interrogators at Each Agency or Department	Yrs of Exp.
Aurora Police Department (Colorado)	
Interrogator #1	9
Interrogator #2	15+
Behavioral Measures and Forensic Services, SW, Inc. (Texas)	
Interrogator #1	27
Interrogator #2	34
Irving Police Department (Texas)	
Interrogator #1	15+
Denver Police Department (Colorado)	
Interrogator #1	2.5
Contra Costa County - Office of the District Attorney (California)	
Interrogator #1	20
Montgomery County Sheriff's Department (Texas)	
Interrogator #1	18
Naples Bureau of Police (Florida)	
Interrogator #1	19
Interrogator #2	13
Pittsburg Police Department - Investigation Division – Homicide (California)	
Interrogator #1	11
Bangor Police Department (Maine)	
Interrogator #1	18
Cumberland County Sheriff's Office (Maine)	
Interrogator #1	20
Topsham Police Department (Maine)	
Interrogator #1	17

Table 2 (continued)

Participating Interrogators

Number of Interrogators at Each Agency or Department	Yrs of Exp.
Portland Police Bureau (Oregon)	
Interrogator #1	3
Interrogator #2	3
Interrogator #3	13
Interrogator #4	14
Interrogator #5	14
Interrogator #6	10
Interrogator #7	6
Interrogator #8	9
Portland Police Department (Maine)	
Interrogator #1	20
Scarborough Police Department (Maine)	
Interrogator #1	17
St. Louis County Police Department (Missouri)	
Interrogator #1	21

FINAL INTERVIEW PROTOCOL USED WITH INTERROGATORS

At the onset of this research effort, EASI•Consult® prepared the final protocol for use when interviewing interrogators from the various law enforcement Agencies. This interview included the following focused questions:

1. How did you prepare for this interrogation?
2. How did the Direct Positive Confrontation go?
3. What themes did you decide to use in the interrogation?
4. Where did the themes come from?
5. Did the themes work?
6. During the review of the videotape, Tell me what just happened in that segment of the interrogation?
7. During the review of the videotape, What were you thinking at that point of the interrogation?
8. During the review of the videotape, Why did you say that?
9. During the review of the videotape, Why did you do that?
10. During the review of the videotape, You just did X. Why did you do that?
11. Did the interrogation go as you had hoped? How so? How not so?
12. Did anything surprise you during the interrogation? What? Was there anything you could have done to be better prepared?
13. Tell me about your worst interrogation? What happened?
14. Has anything happened in any of your interrogations that made it impossible to complete? What? Why?
15. Tell me the top 3 things that highly effective interrogators do. Give a quick example of where you have done that in an interrogation. (The complete Interview Protocol is in Appendix H).

Results

INITIAL REVIEW OF INTERVIEW NOTES

Interviewer and note-taking teams recorded over 450 pages of notes across the 45 interviews. Interview notes were reviewed and coded by two independent EASI•Consult® trained interviewer consultants. Specifically, each consultant studied the interview notes carefully and wrote ***behavioral indicators*** that summarized a behavioral event or a group of behavioral events that had a positive impact on the progress of the interrogation. Interviewers typically identified approximate 30-35 behavioral indicators for each interview.

SUPERIOR VS. AVERAGE INTERROGATORS

Once the interviews were individually coded by consultants, it was important that the interrogators who were interviewed be classified as "superior" or "average". To begin, each interrogator's supervisor was contacted and asked to evaluate their participating interrogator(s) on the following areas:

1. Overall Performance
2. Efficient Approach
3. Obtaining Confessions

The supervisor was asked to rate the specific interrogator(s) compared to all of the criminal interrogators of whom you have knowledge regarding their skills (including Interrogators or Detectives within and outside your department or agency), and place the specific interrogator(s) in one of the following categories:

1. In the Top 10%
2. In the Top 25%
3. In the Top 50%

4. In the Bottom 50%
5. Don't know

These supervisors were also asked to rate the interrogators on the following:

1. How often they were sought out for "difficult assignments."
2. How likely they were to participate in the training, coaching or mentoring of other interrogators. (Appendix I contains the complete Evaluation Form).

Lastly, the EASI•Consult® consultant who conducted the interview was also asked to place each interrogator into "the Top 10%", or "below the Top 10%" based on all of the interrogation interviews they had conducted or observed. The ratings from both the supervisor and the EASI•Consult® consultant/interviewer were combined, and only those interrogators who were rated in "the Top 10%" by *both* persons were classified as *superior*. Of the 25 interrogators interviewed, 12 were classified as superior.

COMPETENCY CREATION MEETING

Once the interviews were individually coded by consultants and each interrogator was classified as superior or average, the four consultant/interviewers (Drs. David Smith and Joseph Gier, Mr. David Hoff and Ms. Mary Beth Gianoli) met in a two-day session to create the first draft of the competency model. In these meetings, the consultants reviewed their own and the other consultant's coded behavioral indicators. Coded notes from all 24 interrogators were reviewed, studied and discussed. Beginning with the *superior* interrogators, the EASI•Consult® team looked for, and noted, recurring behavioral indicators or themes across interrogators. Through this discussion process, the team identified and reached agreement on which behavioral indicators to incorporate into the model, how to word each indicator, and the competency theme (see EASI•Consult's *Career Success*

Factors™ below) under which to place each indicator. This consensus process was followed until all coded interview notes from all superior interrogator interviews were thoroughly reviewed. Then, the same process was followed for the interview notes of the *average* interrogators. This resulted in a competency model indicative of performance by *superior* interrogators, and a detailing of the skills, abilities, etc. exhibited by both average and superior interrogators.

REVIEW OF DRAFT COMPETENCY MODEL

Three members of EASI•Consult's primary team then reviewed and edited the draft Interrogator Competency Model to establish consistency in nomenclature and levels of specificity. After EASI•Consult® reviewed and edited the model, four experienced interrogators from DACA (Subject Matter Experts; SMEs) reviewed and evaluated the results of the model. SMEs were asked to rate each competency using the importance categories below:

1 = Not Important
2 = Important
3 = Very Important
4 = Critically Important

These values were averaged across the four SMEs, and all but two of competencies in the model received an average rating of 3.0 or higher. (See Table 3 for all results). Therefore, all 17 competencies were retained, and the behavioral indicators were finalized based on this input. (Appendix J contains the rating form used by the SMEs).

FINAL COMPETENCY MODEL

Once the model was reviewed and evaluated by the four SMEs, EASI•Consult's primary team then evaluated each competency in relation to EASI•Consult's *Career Success Factors*™. The EASI•Consult® *Career*

Success Factors™ model of competencies was used as a foundation for grouping the 17 competencies contained in the Interrogator Competency Model. The *Career Success Factors*™ (see Figure 1) are based on over 40 years of assessment research in the field of human or work performance, including Schmidt & Hunter (1998), Goldberg (1993), McClelland, (1997), and Goleman, (1995). Specifically, the *Career Success Factors*™ represent common themes that provide a categorization (i.e., cognitive, interpersonal, motivational, and adaptive/emotional) for the 17 competencies in this Model. Therefore, the final Interrogator Competency Model includes:

Cognitive Competencies

1. Data Assembly
2. Data Integration
3. Event Detail Establishment
4. Inconsistency Awareness
5. Psychological Leveraging
6. Interrogation Gamesmanship
7. Courtroom/Legal Knowledge

Interpersonal Competencies

8. Psychological Stage Setting
9. Trust Building
10. Listening & Attending
11. Key Behavioral Recognition
12. Nonverbal Savvy
13. Interrogation Risk Management

Motivational Competencies

14. Managing Direction & Pace
15. Tenacity & Persistence

Adaptive/Emotional Competencies

16. Interrogation Adaptability
17. Strategy Adjustment

(Appendix J contains the detailed, final Interrogator Competency Model).

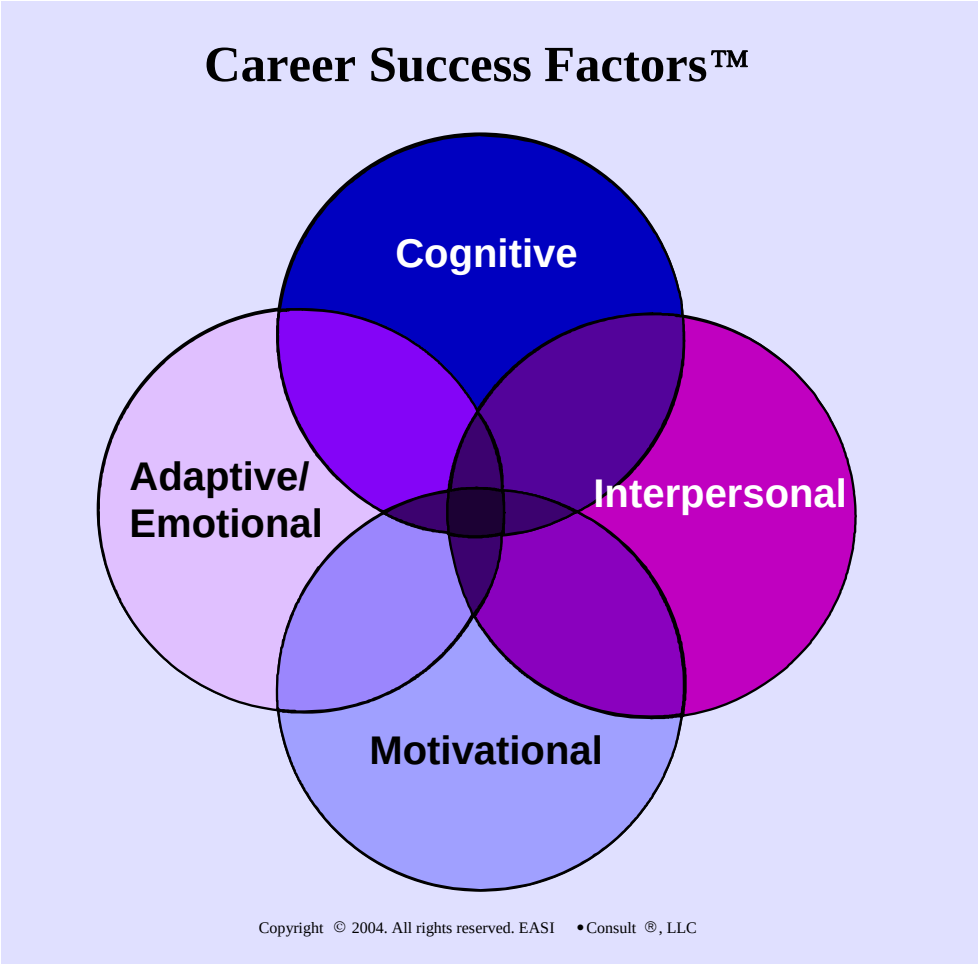
Table 3

Importance of Competencies

Competency Indicative of Superior Interrogators	Average Rating of Importance
1. Data Assembly	3.75
2. Data Integration	3.75
3. Psychological Stage Setting	2.75
4. Trust Building	4.50
5. Managing Direction and Pace	4.25
6. Listening and Attending	3.75
7. Key Behavior Recognition	3.25
8. Non-Verbal Savvy	3.00
9. Event Detail Establishment	3.00
10. Inconsistency Awareness	3.50
11. Interrogation Adaptability	4.75
12. Strategy Adjustment	4.00
13. Psychological Leveraging	4.00
14. Interrogation Gamesmanship	4.50
15. Interrogation Risk Management	3.25
16. Courtroom/Legal Knowledge Integration	1.75
17. Tenacity & Persistence	4.50

Figure 1

Career Success Factors™



AVERAGE INTERROGATORS COMPARED WITH SUPERIOR INTERROGATORS

As shown above, the superior interrogators exhibited the competencies contained in the *Interrogator Competency Model*. However, superior interrogators shared a number of skills/abilities with average interrogators. Specifically, the EASI•Consult® team identified 17 interrogation skills exhibited by all interrogators. These were entitled *Threshold Skills*, and included:

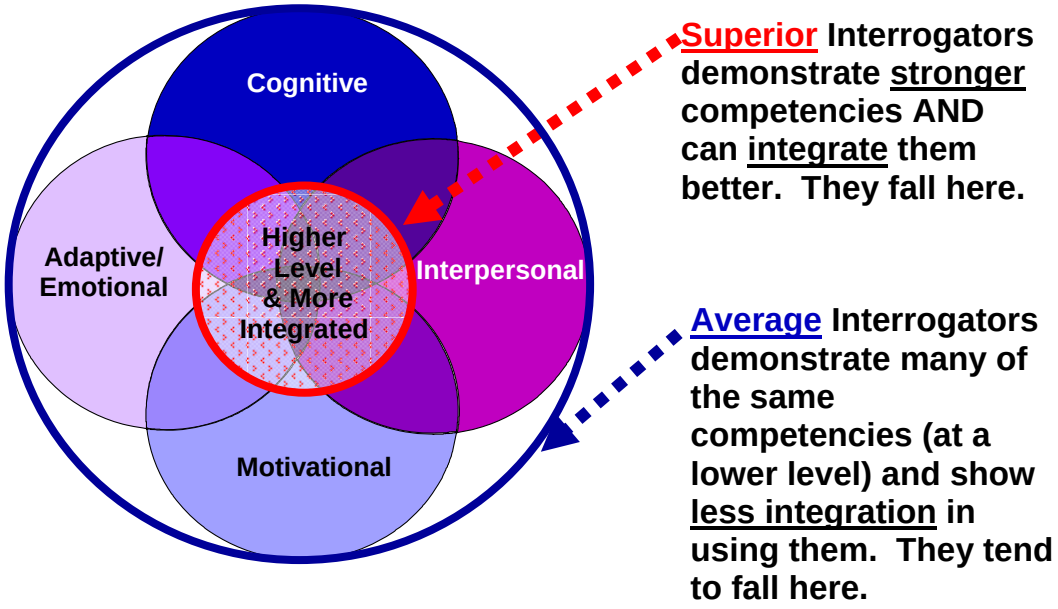
1. Prepares for Interrogation
2. Develops Themes
3. Builds Rapport
4. Rationalizes/Minimizes Criminal Act
5. Uses Optional Questions
6. Confronts suspect – Uses DPC
7. Recognizes Major Non-Verbal Cues
8. Treats suspect with respect
9. Shows professional image
10. Separates self from Police/Arresting Authorities
11. Reinforces/Rewards/Thanks admissions of acts
12. Controls own emotions
13. Maintains matter of fact approach to questioning
14. Does not allow backtracking
15. Uses hope and fear
16. Allows suspect to explain what happened in their own words
17. Uses recapping - after confession, has suspect repeat from beginning to end

While many of the *Threshold Skills* appear to overlap with the *Interrogator Competency Model* of superior interrogators, the similarity is more in concept than application. What distinguishes *superior* from *average* interrogators is a

higher level of performance, documented in the *Interrogator Competency Model*. A striking difference is the consistency and ease with which superior interrogators utilize these competencies. One might say their delivery comes across as more internally natural or with a higher degree of comfort. Although average interrogators may possess and utilize some or many of the 17 *Threshold Skills*, their application is of lesser-quality, and/or occasionally used inappropriately or with less effective timing. *Superior* interrogators consistently demonstrate these and the *superior* competencies in an integrated manner. This is shown in more detail in Figure 2 below.

Figure 2

Demonstration of 17 Competencies Among Superior and Average Interrogators



Discussion and Recommendations

OVERALL RESULTS

As detailed above, all interrogators (both superior and average) consistently demonstrated a set of skills and abilities. These skills and abilities, entitled Threshold Skills, are the requisites for conducting criminal interrogations. However, *superior* interrogators possessed and very skillfully demonstrated a set of attributes (i.e., competencies) during interrogations that many average interrogators did not demonstrate. More importantly, these competencies were not simply an extension of the Threshold Skills. Rather these competencies, and the manner in which they were applied, were *qualitatively* different across superior and average interrogators.

The implications for interrogator performance are groundbreaking. First, unlike other published research; this effort identified and detailed the specific skills (i.e., competencies) that distinguish *superior* interrogation performance from *all other* interrogation performance. Additionally, the Interrogator Competency Model details the behaviors that are required to perform at a superior level of performance as an interrogator. Finally, this research also outlined how these competencies must be integrated and applied in order to lead to the most superior performance. Therefore, persons involved with interrogation can now more fully understand what is required to perform as a *superior* interrogator, as opposed to an *effective* interrogator.

IMPLICATIONS FOR TRAINING AND RECOMMENDATIONS

Although the implications for interrogator performance are important, the implications for training are also very significant. For the first time, interrogation trainers will be able to utilize a listing of competencies, with

detailed behavioral descriptions, to design and conduct training. These competencies allow trainers to reach beyond a basic training approach. While the logistics of interrogation *steps or stages* will always provide the foundation for good, sound training, advanced programs can and should focus on the trainee's style or personal approach. The Interrogator Competency Model provides opportunity to target, train and assess higher level performance.

Training programs can benefit by taking an inventory of current training modules to determine which competency, or competencies, within the Interrogator Competency Model presented here are addressed across the modules. This will allow for trainees to be evaluated, not only on the content of the module, but the degree to which they master the competencies emphasized within the module. Taking an inventory will also provide insight as to where modules may benefit from modification, or if a module needs to be added to a program. This research shows that interrogation training that emphasizes the Threshold Skills should produce interrogators with the ability to perform at an average level, but will fall short of providing advanced training to support *superior* performing interrogators.

This is not to imply that training the Threshold Skills required for interrogators is not valuable. To the contrary, an interrogator must possess these skills before he/she can advance to learning and applying the competencies that lead to *superior* interrogation performance. Therefore, interrogation training methodologies will most likely need to be enhanced in order to result in *superior*-performing interrogators.

As requested in the Year 2 effort, the EASI•Consult® researchers recognize that these Year 1 research findings need to be utilized to develop a training system that will allow new and "non-expert" interrogators to learn and practice

the key competencies, approaches, techniques, etc. that will allow them to perform as superior interrogators. Specifically, revisions to interrogation training would most likely include:

1. Designing or modifying training units to address the enhancement of key competencies, and measuring trainees on these competencies. Training for superior performance should focus on each competency, emphasizing those that are more easily learned, rather than inherent.
2. Utilizing videotapes of superior interrogators. As found in this research, many average interrogators did not recognize key behaviors associated with various competencies. Viewing videotapes of superior interrogators at work and dissecting them to demonstrate certain competencies should prove valuable.
3. Emphasizing videotaping of trainees in interrogations. Using the videotape to highlight successful demonstration of a competency and missed opportunities to do so.
4. Outlining the required behaviors for each competency. Then, for each competency, trainees would be required to demonstrate behaviors that show mastery of that competency. This would ensure that trainees would be prepared to perform at a superior level.

FUTURE RESEARCH AND IMPLICATIONS

Along with opportunities to enhance interrogation training programs, several other key implications resonate from this research. These include:

1. Initiating the enhancement of interrogation training by examining the training requirements of each competency. This would include detailing the difficulty of each competency, and determining the different levels of time and effort required to train each competency.

2. Including a "mastery demonstration" for each competency. Therefore, for each competency, a trainee would initially be able to demonstrate mastery of a competency(ies), and bypass the training required for those competencies where he/she has shown mastery.
3. Building on step 2, developing a process for designing individual training plans. Then, each trainee would begin interrogation training with their own training plan for each competency, and for those competencies where the trainee has demonstrated mastery, he/she could elect to bypass the training for those competencies. .

Beyond the issues related to enhancing interrogation research, EASI•Consult's researchers identified several other key findings in this research effort. These include the recognition that several of the competencies in the Interrogation Competency Model are difficult and/or very costly to train. Instead, these competencies are more likely to be inherent traits. Therefore, in addition to enhancing interrogation training, an assessment process for determining persons who would most likely be able to become superior interrogators would also be very valuable. This would allow law enforcement agencies to send only those individuals who will most effectively learn superior interrogation competencies and approaches, and who will be able to apply these learnings most quickly.

Lastly, this Year 1 research effort also leads to the identification of future research issues, including:

1. Individual vs. team interrogations. Is the practice of using only one interrogator more, or less, effective than using a 2-person team of interrogators? If two interrogators are used, how should they work together to be most effective?

2. The personality of the interrogator. Related to the pre-interrogation assessment process discussed above, are persons with certain personality profiles more likely to become Superior Interrogators? And, do persons with various personality profiles learn interrogation techniques differently?
3. The gender of interrogator and suspect. That is, do male and female interrogators approach interrogation differently? Does the gender mix of the interrogator and suspect affect the interrogation?
4. Knowledge of the culture of the suspect. Does the interrogator's knowledge of the culture of the suspect affect the interrogation? Are certain interrogation approaches more effective with suspects of a specific culture?
5. The types of crimes being investigated in an interrogation. Are certain interrogation approaches more effective with suspects who are accused of specific crimes?
6. Settings surrounding the interrogation. Does the setting related to the interrogation (e.g., civilian vs. military) impact the most effective approach for interrogations?

The complete results of this research effort, the implications for training, and future research questions and implications were presented and discussed at DACA. This presentation is included in Appendix K.

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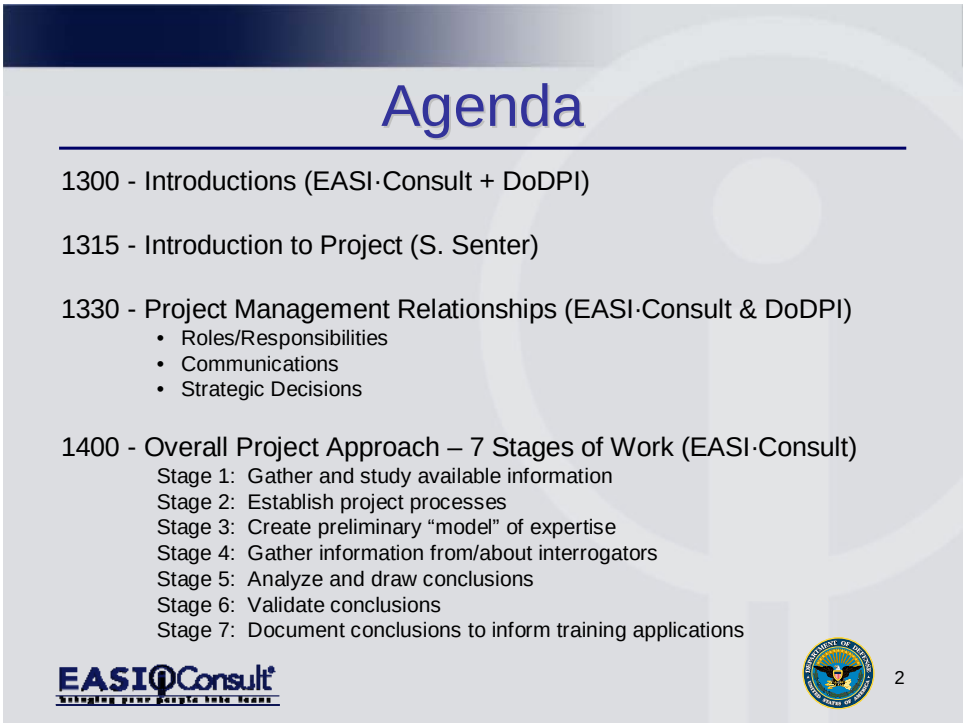
Appendix A
Defense Academy for Credibility Assessment
Initial Project Meeting



Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Agenda (continued)

1445 - Break

1500 - Project Schedule and Resources (EASI·Consult)

1530 - Information Sharing (EASI·Consult & DoDPI)
- Recording interrogations
- End-to-end process
- Selection & Training of interrogators
- DoDPI perceived needs
  - Interrogator performance
  - Training

1630 - Next Steps (EASI·Consult)

1700 - End

EASI Consult

3

Project Management Relationships

- Roles/Responsibilities
- Communications
- Strategic Decisions

EASI Consult

4

Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Overall Project Approach

Stages of Work

- Stage 1: Gather and study available information
- Stage 2: Establish project processes
- Stage 3: Create preliminary "model" of expertise
- Stage 4: Gather information from/about interrogators
- Stage 5: Analyze and draw conclusions
- Stage 6: Validate conclusions
- Stage 7: Document conclusions to inform training applications

EASI Consult

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Stage 1: Gather and Study Available Information

- Published research
- DoDPI training information
- DoDPI whole process information
- Interrogator performance metrics
- Possible applications of project findings
  - Who are the eventual users of the project results?
  - What are the implications for Project design?
- Stakeholders – trainers, program managers, interrogators, policy holders

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Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Stage 2: Establish Project Processes

- Privacy and security of information
- Participant information/consent
- DoDPI record gathering

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Stage 3: Create Preliminary "Model" of Expertise

- What are the basic building blocks of expertise?
- What "models" of expertise should be considered?
- What do we want to assess during Stage 4?
- What assessment tools will we use?
- Develop assessment tools
- Train assessors

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Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Stage 4: Gather Information from/about Interrogators

- Determine the sample of participating interrogators
- Gather performance and experience information about participating interrogators
- Design the interrogation recording-interview process
- Interview interrogators
- Administer assessments to interrogators, as determined

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Stage 5: Analyze and Draw Conclusions

- Create database and data management standards to house data
- Integrated methodologies – Cognitive Task Analysis and Competency Modeling

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Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Stage 6: Validate Conclusions

- Confirm with Subject Matter Experts
- Empirically test predictions of "model"

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Stage 7: Document Conclusions to Inform Training Applications

- Document findings to inform training design
- Seek opportunity to "integrate" findings with the parallel project that is looking at pre-polygraph expertise

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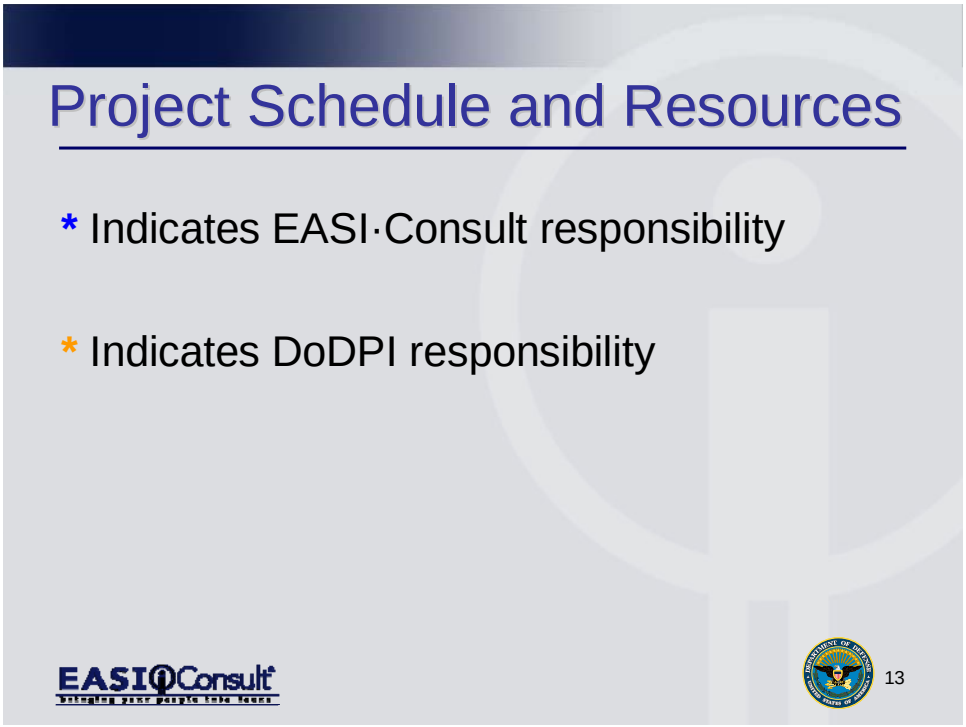
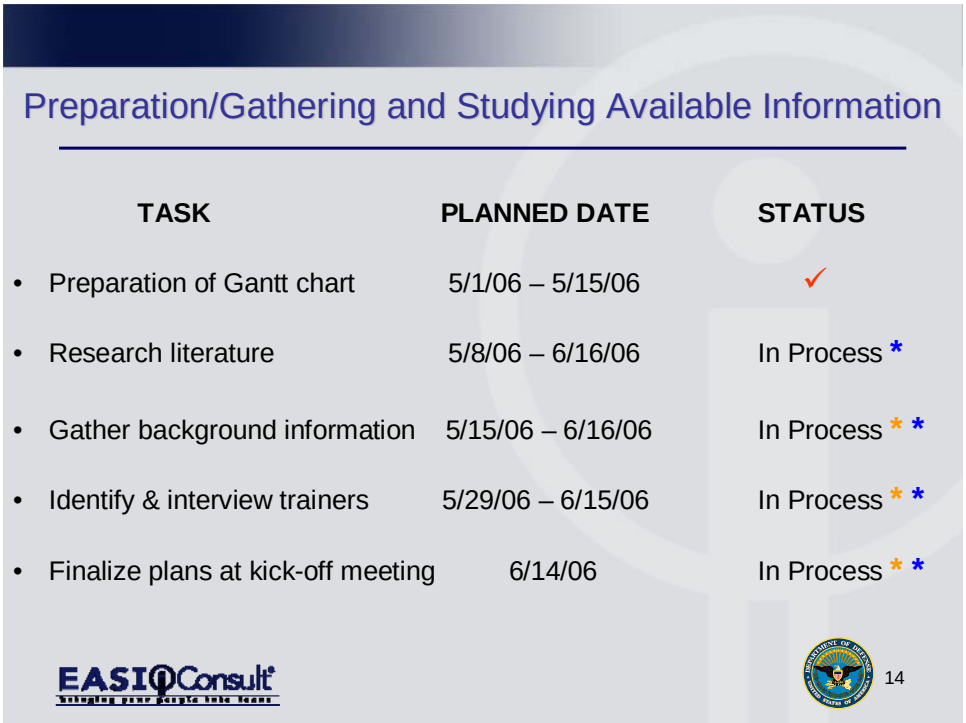
Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting





Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Establishing Project Processes

TASK	PLANNED DATE	STATUS
• Determine approach to be used when interviewing interrogators	6/14/06 – 6/30/06	* *
• Design final interview protocol	7/1/06 – 7/21/06	* *
• Finalize interrogators for interviews	6/19/06 – 7/7/06	* *
• Gather interrogator performance and experience information	7/1/06 – 7/14/06	*
• Establish project standards for privacy, security, & informed consent	6/14/06 – 6/30/06	* *

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Creating Preliminary "Model" of Expertise

TASK	PLANNED DATE	STATUS
• Integrate research information	6/19/06 – 6/30/06	*
• Review and integrate trainer information	6/26/06 – 7/7/06	*
• Gather data from Program Managers	6/26/06 – 7/7/06	* *
• Develop initial "model" of expertise	7/10/06 – 7/14/06	*
• Integrate all information & develop preliminary "model" of expertise	7/17/06 – 7/21/06	*

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Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Gathering Information From/About Interrogators

TASK	PLANNED DATE	STATUS
• Schedule interviews with interrogators	7/10/06 – 7/28/06	* *
• Conduct interviews with initial group of designated interrogators	7/31/06 – 8/18/06	*
• Determine need for information from additional interrogators	8/21/06 – 8/25/06	*
• Conduct interviews with additional group of designated interrogators	8/21/06 – 9/29/06	*

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Analyzing Information and Drawing Conclusions

TASK	PLANNED DATE	STATUS
• Conduct initial review of Interrogator information	8/15/06 – 8/25/06	*
• Conduct second review of Interrogator information	9/4/06 – 9/8/06	*
• Document initial "expertise information"	9/18/06 – 10/6/06	*
• Document initial "expertise framework" based on "model" of expertise	10/6/06 – 10/27/06	*

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Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Validating Conclusions

TASK	PLANNED DATE	STATUS
• Validate "expertise framework"	10/30/06 – 11/10/06	* *
• Document "differences" between "expert" and "average" interrogators	11/6/06 – 11/17/06	*

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Documenting Conclusions to Inform Training

TASK	PLANNED DATE	STATUS
• Prepare summary of results	11/27/06 – 12/1/06	*
• Prepare initial recommendations for training	12/4/06 – 12/8/06	*
• Prepare & present report to DoDPI	12/4/06 – 12/22/06	* *

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Appendix A (con.)
Defense Academy for Credibility Assessment
Initial Project Meeting

Information Requested from DoDPI

INFORMATION REQUESTED	TIME FRAME
1. Interrogator training content	May - June
2. End - to - end process descriptions	May - June
3. Research/documentation about interrogation	May - June
4. Interrogation and interrogator metrics	June
5. Trainers to be interviewed	June
6. Program Managers to be interviewed	June
7. Participating agencies/programs	June - July
8. Interrogator sample lists/contact information	June - July
9. Interrogator performance/experience information	June - July

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Information Sharing

- Recording interrogations
- End-to-end process
- Selection & training of interrogators
- DoDPI perceived needs
  - Interrogator performance
  - Training

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Appendix B
Defense Academy for Credibility Assessment
Questions for DACA Trainers at Initial Project Meeting

1) Are there stages or phases to an interrogation? What are they?
2) How are the 13 weeks of training organized? Is the training broken out into Chapters or Units? What are they?
3) Is the training "mapped" to the stages or phases of an interrogation process?
4) What are the ultimate objectives of the 13 weeks of training that you provide? Is there some level of proficiency that every student has to demonstrate in order to complete the training?
5) How many instructors teach a 13 week course? Does each of you specialize in a particular area? Is training done individually or do you team teach?
6) How do you share information/issues related to students as you hand off from one instructor to the next?
7) How much skill building is done with students over the 13 weeks of training?
8) How is proficiency in an area determined for a student?
9) How many opportunities would a student get to do an interrogation over the 13 weeks of training?
10) Is feedback given to students after a practice interrogation? How does this happen? What occurs?
11) Would there be any ongoing assessment of a student's strengths and development needs over the course of the 13 week class as it relates to interrogation?
12) Is it possible to "fail" the training? What would a student have to do to be asked to leave the training?
13) Do new students come in with any kind of baseline capabilities or minimum qualifications?
14) How do you source your students? Is each source given a certain number of slots or seats?
15) Do you do any psychological testing to determine the emotional stability of the students either prior to or during the training?
16) What is the biggest obstacle you have to overcome with a new group of students?
17) What is the most effective part/approach contained in the current training program?
18) If there was one thing you would change about the current training program what would it be and why?
19) What is your feeling about the work that EASI·Consult has been hired to do?
20) What is your greatest hope for what will come out of the work that EASI·Consult has been hired to do?
21) What is your biggest concern of what will come out of the work that EASI·Consult has been hired to do?
22) What is the one thing that you would hope to come out of the work that EASI·Consult has been hired to do that would make your life as a trainer easier?

Appendix B (con.)
Defense Academy for Credibility Assessment
Questions for DACA Trainers at Initial Project Meeting

23) What does EASI·Consult need to get "right" in order for this project to be a success?
24) What does EASI·Consult need to do to get the acceptance and support of the interrogators?
25) How can this project support improvements to the current training program?
26) Are there other stakeholders in this project whose support we need? Who are they and how do we get their support?

Appendix C
Defense Academy for Credibility Assessment
Interview Protocol for Students in Pilot Interviews

Introduction to Interview

1. Present our effort/project (use cover letter as guide)
2. Ensure understanding of anonymity/review consent form and that interview will be 1 to 2 hours
3. Discuss what the student knows about our effort
4. Review student's background and objective/reason for DoDPI training

➢ Begin by showing videotape to orient student to videotape

Overall

5. How do you think the interrogation went overall?
6. What parts of the interrogation went well? Why? Be specific?
7. What parts of the interrogation didn't go so well? Why? Be specific?

Planning Stage

8. Describe for me what you did to prepare for this interrogation? Where did you start? What did you do next? And then what did you do?
9. What were you trying to accomplish? What was your "strategy" for interrogating this suspect?
10. How did you know you were ready for the interrogation?

Stage 1 – Positive Confrontation

11. What were you trying to accomplish in this stage? What went well? What didn't go so well?
12. How did the suspect's behavior impact what you said or did? (View videotape)

Stage 2 – Development of Themes

13. What were the themes you chose to use in the interrogation?
14. How did you decide on those themes? Can you pick a theme and walk me through what you did to decide that that should be a theme? (May want to use same question to ask about more than one theme).
15. Was there anything in the suspect's behavior that told you a theme was effective or ineffective? (View videotape)

Stage 3 – Controlling Denials

16. How did you know that you were at the point in the interrogation that you were ready to control denials?
17. How did the subject's behavior impact what you said or did? (View videotape)
18. How did you "establish control" during this stage?
19. Was their one thing you said or did that was particularly effective? What did you say? Why was it effective?

Appendix C (con.)
Defense Academy for Credibility Assessment
Interview Protocol for Students in Pilot Interviews

Stage 4 – Overcoming Objections

20. How did you know that you were at the point in the interrogation that it was time to overcome the suspect's objections?
21. How did the suspect's behavior impact what you said or did? (View videotape)
22. How did you use the suspect's "verbal and/or nonverbal reactions" to use/modify your approach to overcoming objections?
23. Was their one thing you said or did that was particularly effective? What did you say? Why was it effective?

Stage 5 – Breaking Point

24. How did you know that you had gotten the subject to his/her breaking point?
25. How did the subject's behavior impact what you said or did? (View videotape)
26. How did you know that you were ready to move on?

Stage 6 – Optional Question

27. How did you know you were ready to ask the optional question?
28. How did you decide on the two parts to ask in your question? What was your "strategy?"
29. How did the subject's behavior affect what you said or did? (View videotape)

Stage 7 – Encouragement

30. How did the subject's behavior affect what you said or did at this stage? (View videotape)
31. What was the "strategy" that you used to develop your encouragement approach?

Conclusion

32. How well did your plan prepare you for the interrogation? Be specific.
33. How much did you have to deviate from your original plan during the interrogation? Be specific.
34. How effective were the themes you developed in Stage 2 to moving to subsequent stages and getting a confession?
35. If you could do this interrogation over again, what would you do differently? Be specific.
36. At this time, what do think are the most important "skills/competencies" for success as an interrogator? Explain.

Appendix D
Defense Academy for Credibility Assessment
Think Tank Agenda

Friday July 28, 2006

NOTE: THE AGENDA IS MEANT TO BE A FRAMEWORK FOR OUR DISCUSSION. THE INTENT IS FOR THIS TO BE A FREE EXCHANGE OF IDEAS THROUGHOUT THE TWO DAYS.

* **Noon - Arrival, Introductions, and Lunch** - 60 minutes
* **1:00 Welcome and Project Overview**- Dave Smith - 10 minutes (e.g., what is expected from each person on this project
* **1:10 Questions and Expectations** - ALL - 10 minutes
* **1:20 Brief Overview of Polygraph Research/Interrogation Research** and **3 Stages and 7 Steps of the Interrogation Process** - Joe Gier - 15 min
* **1:35 Interrogation Video Clip** - Jerry Kehoe - 30 minutes
* **2:05 Break** - 15 min
* **2:20 EASI•Consult® Interview Pilot Video Clip** - Dave Hoff - 20 minutes
* **2:40 Discuss Pilot Interview Approach and sample interview notes** - Dave Hoff - 20 min
* **3:00 Discuss HCAM Process and sample interview notes** - Dave Hoff - 20 min
* **3:20 Possible Project Outputs** (**"Marriott Model")** - Dave Smith - 20 min
* **3:40 Cognitive Task Analysis** -Bob McIntyre - Thoughts on how CTA would apply to our study. (30 min)
  [Bob might react to our approach and share his past application(s) of CTA. Note: "30 minutes" is just a placeholder. Bob's comments are invited throughout the meeting.]
* **4:10 Break** – 15 min
* **4:25 Clinical or Individual Assessment Approach to the Project** - Linda Greensfelder – Thoughts on how personality traits and cognitive skills might be addressed in our study. (30 min)

*** 4:55 Schedule Adjustments –** Dave Smith

*** Test Video Equipment** - All are welcome - Interviewers are required

Appendix D (con.)
Defense Academy for Credibility Assessment
Think Tank Agenda

Saturday, July 29, 2006

* **8:00 Review of Day 1 - Gather Additional Thoughts** - This will be a review/summary of the previous day and an opportunity to take advantage of *latent learning effects* (What do you think now that you've slept on it?) Dave Hoff - 30 min

* **8:30 Implications of Day 1 information** - 90 min (Jerry to be the facilitator with individuals below leading each subject area.)

    - "Marriott Model" of project output (Dave)
    - Interview protocol (DH)
    - Data analysis (Jerry)
    - Individual differences measurements (Joe)

* **10:15 Validation considerations** (Criterion Measure -How do we confirm that the interrogators are truly role models)- Jerry Kehoe - 30 min

* **10:45 Summary and Next Steps** - Dave Smith/Joe/Jerry

* **11:00** – Targeted End Time

Appendix E
Defense Academy for Credibility Assessment
Interviewer and Note Taker Training

August 21 – Washington, D.C. and August 24 – St. Louis

OBJECTIVES

1) By the end of the training, attendees should understand what EASI•Consult® is to produce for DoDPI as a final product/deliverable.
2) By the end of training lead interviewers should know how to ask neutral, open ended questions of interrogators.
3) By the end of training note takers should be able to capture verbatim notes of interrogator statements.
4) By the end of training both lead interviewers and note takers should be able to analyze notes to extract behavioral indicators indicative of superior interrogation.

AGENDA

- Overview of the project
  - Who is DoDPI?
  - What has been done on the project so far (Visits to Fort Jackson, Pilot, think Tank)?
  - What is the plan going forward (Interviews, Data Analysis, Final Results)?
- Interrogations
  - Criminal and Intel
  - 3 stages of interrogation
  - Post Test interview – 7 Stages
- Video: Mock Interrogation: 20 minutes
  - Discussion
- Video: Hoff and Smith viewing Interrogation Video with Interrogator – 20 min.
  - Discussion
- Show Examples of Note Taking from HCAM and DoDPI Pilot
- Practice Interviewing and Note Taking
  - Round 1
  - Round 2
  - Round 3
- Practice Identifying Behavioral Indicators in the Notes

Appendix E (con.)
Defense Academy for Credibility Assessment
Interviewer and Note Taker Training

- Interview Set Up
  - Who EASI•Consult® is
  - What the Project is about
  - Letter from Bill Norris
  - Results of the project will be used to improve interrogator training
  - We have reviewed a video of an interrogation you did recently
  - We would like to view the video or parts of it with you to ask why you said what you said – Tell us if you see something we missed
  - Like to start with your career history
  - Equipment set up
- Summary and end

Appendix F
Defense Academy for Credibility Assessment
Certified Interviewers and Note Takers

Certified Interviewers

1. David Smith, Ph.D. – President of EASI•Consult®
2. David, Hoff, M.Ed. – Chief Operating Officer of EASI•Consult®
3. Joseph Gier, Ph.D. – Vice President - EASI•Consult®
4. Mary Beth Gianoli, M.A. – Consultant - EASI•Consult®

Certified Note Takers

1. Brian Bonness, Ph.D. – Consultant - EASI•Consult®
2. Shannon Meert, M.S. – Consultant - EASI•Consult®
3. Elizabeth Ross, M.S. – Consultant - EASI•Consult®

Appendix G
Defense Academy for Credibility Assessment
Letter from William Norris

DEPARTMENT OF DEFENSE
POLYGRAPH INSTITUTE
7540 PICKENS AVENUE
FORT JACKSON, SOUTH CAROLINA 29207

June 30, 2006

To Whom It May Concern:

This letter is to serve as an introduction to the project entitled 'Optimal Interrogation Approaches'. This effort is being managed by the Department of Defense Polygraph Institute (DoDPI), with the ultimate goal of determining those elements or characteristics that expert interrogators possess.

In many cases, the factors that make someone an expert are difficult to articulate, measure, or quantify. Expertise is often characterized as a 'gut feeling' or some sort of intuition. The approach taken in the current effort will target, among other things, those critical aspects, contributing to their success, that are difficult for interrogation experts to describe or identify. These factors, once discerned following intensive quantification and analysis, can then be used to enhance existing training approaches, and potentially to augment existing interrogation personnel selection/identification tools. To my knowledge, this is the first study of its kind conducted in the interrogation arena and offers the potential to provide a wealth of comprehensive and fruitful information. Expert Advocates in Selection International (EASI) Consult is our contractor on this project.

I encourage and appreciate your participation in this vital effort. Should you have any questions about the interrogation project, you may contact Dr. Stuart Senter of the DoDPI Research Division; Dr. Andrew Ryan, Chief, DoDPI Research Division; or Dr. Jerry Kehoe and Dr. Joseph Gier, both of the EASI Consult team.

Sincerely,

William F. Norris

William F. Norris
Director

Appendix H
Defense Academy for Credibility Assessment
Final Interview Protocol for Use with Interrogators

DODPI INTERROGATORS INTERVIEW PROTOCOL

SET UP

- Introduce yourself to the Interrogator
- Explain that you work for EASI•Consult® and what EASI•Consult® does (i.e., Talent Management)
- Explain that we have been awarded a contract by DoDPI to study interrogators to understand what the best ones do that makes them effective.
- The interview we would like to do with you consists of 3 parts.
    - Part 1 we would like to understand your Career History (Where did you go to school? What jobs have you held? What do you do now?).
    - Part 2, which is most of the interview, we would like to review your interrogation of _____ to understand why you said and did what you said and did.
    - In Part 3, I will ask you what differentiates the more effective from the less effective interrogators.
- Explain that we have reviewed the tape of your interrogation with _____. Do you remember this interrogation? We would like you to walk us through the most critical parts of the tape indicating why you said what you said and did what you did.
- I may also stop the tape in a few additional places in order to understand other things that you said and did.
- The interview will probably take us about 2 hours. We will take a 5 - 10 minute break about an hour into the interview, unless you need/want to take a break sooner.
- Any Questions?

INTERVIEW QUESTIONS

Assignments

1) How did you happen to get assigned to do this particular interrogation? What process does your organization use to assign interrogators to interrogations?
2) What was your frame of mind immediately before meeting with the interrogatee? What were you doing?
3) On a scale of 1-10, with 1 being established no rapport to 10 being established excellent rapport, how would you rate the rapport you had established with the interrogatee to this point?

Appendix H (con.)
Defense Academy for Credibility Assessment
Final Interview Protocol for Use with Interrogators

Planning

4) What did you do to prepare for this interrogation? Walk me through everything that you said and did.

5) Is there a case file? Did you do anything with that? What?

6) Is there anyone that you spoke with in preparation for this interrogation? Who? About what? How did you use what you learned in the interrogation?

Direct Positive Confrontation

7) How did the direct positive confrontation go? As expected? What did you learn?

Themes

8) What themes [hook; angle] did you decide to use in the interrogation?

9) Where did the themes come from?

10) Did the themes work? How did you know?

BODY OF THE INTERROGATION

Play the tape of the interrogation and stop it at least every three (3) minutes. When you stop the tape to talk about a section that either the interrogator or the interviewer felt was critical, use neutral probes. The note taker should record whether the interviewer or the interrogator asked to stop the tape and should number the occurrences. Examples of neutral questions include:

- Tell me what just happened in that segment of the tape?
- What were you thinking at that point?
- Why did you say that?
- Why did you do that?
- You just did "X." Why did you do that? (This type of question would typically be asked based on a directly observable non-verbal from the interrogator).

Appendix H (con.)
Defense Academy for Credibility Assessment
Final Interview Protocol for Use with Interrogators

END OF THE INTERROGATION

11) Did the interrogation go as you had hoped? How so? How not so?

12) Did anything surprise you doing the interrogation? What? Anything you could have done to be better prepared?

13) Tell me about the worst interrogation you ever did. What happened?

14) Is there anything that happened in one of your interrogations that made it impossible to complete? What? Why?

15) Tell me the top 3 things that a more effective interrogator does that a less effective interrogator does not do. Give me a quick example of where you have done that in an interrogation.

CONCLUSION OF THE INTERROGATION

Thank you were much for your time and attention today. You have given me a lot of good information. Do you have any questions for me? The interrogator would typically leave at this point. You may want to review your notes one more time, just in case you need to go back and review any parts of the tape another time. Close out with your point of contact if he or she is in the building you are in.

Appendix I
Defense Academy for Credibility Assessment
Interrogator Evaluation Form

Interrogator Evaluation Form

Recently, consultants from EASI•Consult® interviewed [NAME OF INTERROGATOR] _____ as a participant in our research for the Department of Defense Polygraph Institute. The focus of the study is on interrogation techniques and interrogator characteristics. To complete the study we must obtain an independent evaluation of [NAME OF INTERROGATOR] expertise, we would like you to complete the following questions. It's important that we collect this information no later than Monday 19 March.

Thank you in advance for your help!

Dr. David Smith
President

---

1. OVERALL PERFORMANCE

Of all the criminal interrogators of whom you have knowledge regarding their skills (including Interrogators or Detectives within and outside your department or agency), how would you rate this interrogator on their **OVERALL** performance as an interrogator?

- ☐ In the Top 10%
- ☐ In the Top 25%
- ☐ In the Top 50%
- ☐ In the Bottom 50%
- ☐ Don't know

2. EFFICIENT APPROACH

Of all the criminal interrogators of whom you have knowledge regarding their skills (including Interrogators or Detectives within and outside your department or agency), how would you rate this interrogator on their **ABILITY TO QUICKLY OBTAIN RELEVANT INFORMATION FROM SUSPECTS** in interrogations?

- ☐ In the Top 10%
- ☐ In the Top 25%
- ☐ In the Top 50%
- ☐ In the Bottom 50%
- ☐ Don't know

Appendix I (con.)
Defense Academy for Credibility Assessment
Interrogator Evaluation Form

3. OBTAINING CONFESSIONS

Of all the criminal interrogators of whom you have knowledge regarding their skills (including Interrogators or Detectives within and outside your department or agency), how would you rate this interrogator on their ABILITY TO OBTAIN **FULL AND ACCURATE CONFESSIONS** FROM SUSPECTS in interrogations?

- ☐ In the Top 10%
- ☐ In the Top 25%
- ☐ In the Top 50%
- ☐ In the Bottom 50%
- ☐ Don't know

4. DIFFICULT ASSIGNMENTS

When difficult interrogation cases need to be dealt with, how often is this interrogator sought out?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Infrequently
- ☐ Don't know

5. TRAINING/COACHING/MENTORING

How likely is this interrogator to engage in coaching others on interrogation, mentoring others or conducting formal interrogation training classes?

- ☐ Very likely/ (Regularly)
- ☐ Likely/ (Often)
- ☐ Somewhat Likely/ (Occasionally)
- ☐ Unlikely / (Infrequently at most)
- ☐ Don't know

Again, thank you for your assistance in this very important project. **Please enter you name, title and phone number below, in case we need to contact you.**

_____
Rater's Name

_____
Title

_____
Phone
PLEASE FAX YOUR COMPLETED FORM TO EASI•Consult® at 314.209.9495

Appendix J
Defense Academy for Credibility Assessment
Final Detailed Competency Model

Cognitive Competencies

Data Assembly –

- Goes beyond case file information and draws on additional resources to develop plausible themes.
- Thoroughly learns the known facts of the case prior to the interrogation.
- Observes "truthful" suspect behavior in neutral situations to contrast with behavior that could be indicative of deception.

Data Integration –

- Effectively prioritizes most important facts from other facts in preparation for interrogation.
- Recognizes and understands inconsistencies in case facts.
- Examines case statements for instances of omissions that may suggest deception.
- Develops themes based on different descriptions/reports in case file.
- Develops multiple themes based on case file.

Event Detail Establishment –

- Moves suspect to commit to a detailed description of events.
- Asks the same question multiple ways to see if suspect contradicts self.
- Has deliberate, planful approach to move through establishing case facts up through confession.
- Recognizes when lack of detail is important to determine the truth.
- Simultaneously tracks multiple story lines during an interrogation (interrogator; suspect; case data).

Inconsistency Awareness -

- Questions rationale behind all significant actions of suspect to determine a logical purpose.
- Recognizes incongruities in the details of suspect's statements.
- Recognizes that "what is not said" by the suspect can be as important as what is said by suspect.

Appendix J (con.)
Defense Academy for Credibility Assessment
Final Detailed Competency Model

Psychological Leveraging -

- Determines primary psychological "driver" (logical vs. emotional) of suspect.
- Effectively uses personal space and interpersonal touch to influence the suspect's responsiveness.
- Feigns confusion to dismantle suspect's description of events.
- Continuously raises and lowers stress level during interrogation and uses it for own advantage.
- Effectively uses props (e.g., chart, files) to convince suspect there is more evidence than actually exists.

Interrogation Gamesmanship –

- Uses issues identified when reviewing case file as the strategy for questioning during the post-polygraph interrogation.
- Anticipates suspect's actions and reactions and strategically out-maneuvers them.
- Uses crime scene information as a ruse to elicit suspect into revealing more information.
- Introduces theme based on what suspect says after "soft" Direct Positive Confrontation (DPC).
- Picks and develops the effective theme (from several) resulting in suspect confession.

Courtroom/Legal Knowledge -

- Is intimately aware of courtroom requirements for admissions to be successfully prosecuted.
- Is aware of potential impact from specific theme being introduced on later court proceedings.
- Obtains detailed admission of event to support appropriate charge.

Interpersonal Competencies

Psychological Stage Setting –

- Sets expectation that contradictions may occur from previous statements.
- Intentionally creates a sense of disassociation from the crime by focusing the conversation on non-threatening events.
- Depersonalizes description of victim(s) to disassociate the suspect from the crime (e.g., used pronouns vs. nouns).

Appendix J (con.)
Defense Academy for Credibility Assessment
Final Detailed Competency Model

Trust Building –

- Puts suspect at ease by allowing them to describe events in their own words.
- Mirrors suspect's behavior to establish commonality between suspect and interrogator.
- Attempts to relate to suspect as a man (or woman) and what men (or women) do.
- Demonstrates genuine "liking behavior" toward suspect.
- Convinces suspect that he/she is a confidant and advocate.

Listening & Attending –

- Strongly and continuously focuses on the words and actions of suspect during the interrogation process.
- Is continuously attuned to suspect's demeanor/stress level.
- Hears and recognizes patterns of speech that indicate deception (e.g., switching past and present tense, using 3rd person to refer to others, qualifiers, etc.).

Key Behavioral Recognition –

- Recognizes and understands degree of emotion in suspect's words as an indicator of deception.
- Recognizes critical limits of suspect's stress level within the interrogation.
- Recognizes when suspect is mirroring interrogator behavior allowing him or her to move to confession stage.
- Recognizes "bargaining" behavior (e.g., relating to a higher power, making lifestyle changes, making amends, etc.).
- Accurately understands the meaning of behavioral patterns of a suspect.

Nonverbal Savvy –

- Accurately understands the meaning of specific non-verbal actions of a suspect.
- Accurately interprets nuances of suspect's facial expressions that indicate deception.
- Reads body language and willingness to act with interrogator as a measure of rapport.
- Recognizes suspect's non-verbal reaction when confronted with inconsistencies in description of events.

Appendix J (con.)
Defense Academy for Credibility Assessment
Final Detailed Competency Model

Interrogation Risk Management –

- Understands the impact of specific words on each situation.
- Knows when to take conversation to a more intimate level based on rapport established.
- Knows when to take a risk and confront suspect about denial.

Motivational Competencies

Managing Direction & Pace –

- Controls what themes are followed during interrogation.
- Presents information/position with confidence so that suspect believes it.
- Uses cadence and speech volume to pace conversation and control interrogation.
- Takes control by interrupting and refocusing suspect at appropriate time.
- Controls airtime and suspect denials.

Tenacity & Persistence –

- Physically and mentally prepares for complete interrogation.
- Demonstrates great personal effort to complete the interrogation.
- Uses focused and direct interactions to expand on suspect's confession.

Adaptive/Emotional Competencies

Interrogation Adaptability –

- Skillfully presents multiple themes to gauge or determine reaction of suspect.
- Effectively utilizes different approaches to interact with logical vs. emotional suspects.
- Integrates information quickly during preparation and interrogation phases.

Appendix J (con.)
Defense Academy for Credibility Assessment
Final Detailed Competency Model

Strategy Adjustment –

- Adjusts language to match that of suspect.
- Adjusts themes quickly as new information surfaces during interrogation.
- Effectively gauges Direct Positive Confrontation (DPC) to demeanor of suspect.
- Recovers quickly from ineffective interaction with suspect.
- Refines initial themes based on suspect's answers to questions in pre-test.

Appendix K
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Final Presentation Meeting

Assessment of Optimal Interrogation Approaches

Presented to

Department of Defense
Defense Academy for Credibility Assessment

April 30, 2007

EASI Consult®
Expert Advocates in Selection International

Overview of EASI•Consult®

Introductions

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Our Consultants/Team

Key Personnel for this DACA Research

D. Smith Ph.D. I/O Psych / President
D. Hoff M.Ed. / Chief Operating Officer
J. Gier Ph.D. I/O Psych / VP Consulting
J. Kehoe Ph.D. I/O Psych / SR Consultant
B. Bonness Ph.D. I/O Psych / Consultant
M.B. Gianoli M.A. Info Mgmt / M.A. I/O Psych / Consultant
S. Meert M.S. I/O Psych / Consultant
E. Ross M.S. Leadership / Consultant

Additional Support – 11 total professionals

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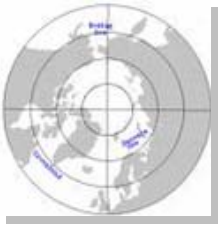
High Level Synopsis

Overview



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Appendix K (con.)
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Overview of Research Effort

- **Behavior-Oriented Approach**
  - EASI•Consult® and DACA Research team agreed this is key for training skills
- **Cognitive Task Analysis**
  - Served as foundation for identifying key knowledge and skills that are utilized by interrogators
- **Competency Modeling**
  - Served as basis for identifying difference between *superior* and *other* interrogators

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Keys to Research Effort

- **Focused on *Superior* Qualities**
  - Investigation focused on the unique qualities that differentiated superior interrogators from other interrogators
- **Integrated**
  - In conjunction with DACA, EASI•Consult® integrated Behavior-based approach, Cognitive Task Analysis and Competency Modeling
- **Oriented For Training**
  - Information from research effort will serve as foundation for enhancing training of interrogators

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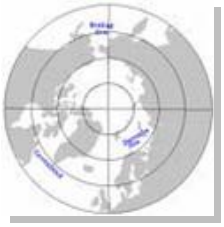
Background of Research Effort

Research Background



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Polygraph and Interrogation

- **Polygraph examination is one part of overall process**
  - Pre-polygraph interview
  - Polygraph examination and review of polygraph charts
  - Post-polygraph interrogation (when deception is indicated)

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Traditional Leaders in Training

- **Reid, Inbau and others** – Pioneers in training of polygraphers and related interrogators
- **Defense Academy for Credibility Assessment** – Leaders in the research and training of polygraphers and related interrogators

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Post-Polygraph Interrogation -- Reid

- Reid has developed a Nine-Step Approach for post-polygraph interrogation
  1. Direct Positive Confrontation (DPC)
  2. Theme Development
  3. Handling Denials
  4. Overcoming Objections
  5. Procurement and Retention of the Suspect's Attention
  6. Handling the Suspect's Passive Mood
  7. Presenting an Alternative Question
  8. Having the Suspect Relate Details of the Offense
  9. Converting an Oral Confession into a Written Confession
- Trains all interrogators to follow the Steps in each interrogation

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Post-Polygraph Interrogation -- DACA

- DACA has refined training, and utilizes a Seven-Stage Approach for post-polygraph interrogation
  1. Informing the Examinee of Deception Indicated (DI) Results - Confrontation
  2. Development of Themes
  3. Controlling Denials
  4. Confronting Examinee Objections
  5. Breaking Point
  6. Providing an Optional Question
  7. Obtaining the Confession
- Training emphasizes more flexibility in following each Stage when conducting interrogations

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Our Research Effort

- **Beyond Steps** – We looked beyond the procedural Stages, or Steps of interrogators
- **Interrogator's Behavior** – We focused on the comprehensive behavioral approach of interrogators
- **Integrated** – We integrated Cognitive Task Analysis and Competency Modeling techniques
- **Differences** – We looked for differences between *superior* and *other* interrogators

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Cognitive Task Analysis

- Impacted by advances in Cognitive Psychology
- Focuses on the cognitive aspects of work that are normally not directly observable
- Extends traditional task analysis techniques
- Provides information about the knowledge, thought processes, and goal structures that underlie observable task performance

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Competency Modeling

- Pioneered in 1960s by David McClelland
- Competencies include a "combination of motives, traits, self-concepts, attitudes, content knowledge or cognitive behavior skill; any individual characteristic that can be reliably measured and shown to *differentiate superior from average performers"*
- Provides a systematic comparison between "*superior* performing persons with others to identify highly successful characteristics"

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Research Approach

EASI•Consult® studied real life interrogations…

- **Information from Interrogators** – We reviewed actual interrogations via videotape, with the interrogator present
- **Comparison** – We compared procedural and behavioral approaches of *superior* interrogators to *other* interrogators

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Preparation for Interviews

Pilot, Think Tank and Interviewer Training

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Pilot Study

- EASI•Consult's team conducted a pilot with four DACA interrogators and four DACA students who were completing training
- We interviewed DACA interrogators
- We interviewed students, while reviewing their videotaped interrogations
- We used this pilot information to refine our interview process

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Pilot Study (continued)

- **4 Expert Interrogators - DACA**
- **4 Students completing training at DACA**

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Think Tank

- EASI•Consult® conducted a Think Tank
- Participants included:
  - Industrial/Organizational Psychologists
  - Clinical Psychologist
  - Navy Researcher/Psychologist
  - Adult Learning expert
  - Interviewers from Pilot
- We reviewed applicable interrogation research
- We reviewed results from our onsite DACA Pilot
- We finalized the interview and our approach for conducting interviews with interrogators in study

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Think Tank (continued)

- Think Tank participants
  - David Smith, Ph.D. – I/O Psychology
  - David Hoff, M.Ed. – Applied Human Development
  - Robert McIntire, Ph.D. – I/O Psychology, U.S. Navy
  - Jerry Kehoe, Ph.D. – Quantitative Psychology
  - Linda Greensfelder, Ph.D. – Clinical Psychology
  - Joseph Gier, Ph.D. – I/O Psychology
  - Brian Bonness, Ph.D. – I/O Psychology
  - Mary Beth Gianoli, M.A. – Info Mngmnt; I/O Psychology
  - Jessica Deslauriers, B.A. – Psychology

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Interviewer Training

- EASI•Consult® conducted training for all persons who would be conducting interviews with interrogators
- Training was led by David Hoff, M.Ed. – expert in Behavioral Interviewing and Competency Modeling
- Training included:
  - Review and understanding of interrogations and interrogation research
  - Understanding of CTA
  - Understanding of Competency Modeling

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Interviewer Training (continued)

- Training included:
  - Understanding of interview protocol
  - Understanding of approach for questioning interrogators (“open-ended questioning”)
  - Practice of approach for questioning interrogators (“open-ended questioning”)
- All interviewers were required to demonstrate interviewing skills
- All successful interviewers were certified to conduct interviews with interrogators

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Interviews

Interrogator Interviews

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Interview Approach

- Four interviewers
- Three note-takers
- Interviewers reviewed the videotaped interrogation prior to conducting sessions with the interrogator
- Interviews lasted 3-4 hours
- EASI•Consultants captured detailed notes during the interviews (over 450 total pages)

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Interview Questioning

Prior to reviewing videotaped interrogation…

- How did you prepare for this interrogation? What did you review, etc.?
- How did the direct positive confrontation go? As expected? What did you learn?
- What themes did you decide to use in the interrogation? Where did the themes come from? Did the themes work? How did you know?

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Interview Questioning (continued)

While reviewing videotaped interrogation…

- Tell me what just happened in that segment of the interrogation?
- What were you thinking at that point?
- Why did you say that?
- Why did you do that?
- You just did "X." Why did you do that?

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Interview Questioning (continued)

After reviewing videotaped interrogation…

- Did the interrogation go as you had hoped? How so? How not so?
- Did anything surprise you during the interrogation? What? Was there anything you could have done to be better prepared?
- Tell me about your worst interrogation. What happened?
- Has anything happened in any of your interrogations that made it impossible to complete? What? Why?
- Tell me the top 3 things that highly effective interrogators do. Give a quick example of where you have done that in an interrogation.

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Research Participants

Interrogator Participants



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Interrogators in Study

- Originally planned to interview interrogators from federal agencies (e.g., FBI)
- Learned that federal agencies do not videotape interrogations
- Recruited interrogators from various state and local agencies with videotaped interrogations
- Interviewed 24 interrogators from 14 agencies

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Interrogators in Study (continued)

Agency or Department	# of interrogators
Aurora Police Department (Colorado)	2
Behavioral Measures and Forensic Services, SW, Inc. (Texas)	2
Irving Police Department (Texas)	1
Denver Police Department (Colorado)	1
Contra Costa County - Office of the District Attorney (California)	1
Montgomery County Sheriff's Department (Texas)	1
Naples Bureau of Police (Florida)	2
Pittsburg Police Department - Investigation Division – Homicide (California)	1
Bangor Police Department (Maine)	1
Cumberland County Sheriff's Office (Maine)	1
Topsham Police Department (Maine)	1
Portland Police Bureau (Oregon)	8
Portland Police Department (Maine)	1
Scarborough Police Department (Maine)	1
St. Louis County Police Department (Missouri)	1

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Interrogators in Study (continued)

Interrogator Name	Yrs of Exp.
Aurora Police Department (Colorado)	
Interrogator #1	9
Interrogator #2	15+
Behavioral Measures and Forensic Services, SW, Inc. (Texas)	
Interrogator #1	27
Interrogator #2	34
Irving Police Department (Texas)	
Interrogator #1	15+
Denver Police Department (Colorado)	
Interrogator #1	2.5
Contra Costa County - Office of the District Attorney (California)	
Interrogator #1	20
Montgomery County Sheriff's Department (Texas)	
Interrogator #1	18

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Interrogators in Study (continued)

Interrogator Name	Yrs of Exp.
Naples Bureau of Police (Florida)	
Interrogator #1	19
Interrogator #2	13
Pittsburg Police Department - Investigation Division – Homicide (California)	
Interrogator #1	11
Bangor Police Department (Maine)	
Interrogator #1	18
Cumberland County Sheriff's Office (Maine)	
Interrogator #1	20
Topsham Police Department (Maine)	
Interrogator #1	17

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Interrogators in Study (continued)

Interrogator Name	Yrs of Exp.
Portland Police Bureau (Oregon)	
Interrogator #1	3
Interrogator #2	3
Interrogator #3	13
Interrogator #4	14
Interrogator #5	14
Interrogator #6	10
Interrogator #7	6
Interrogator #8	9
Portland Police Department (Maine)	
Interrogator #1	20
Scarborough Police Department (Maine)	
Interrogator #1	17
St. Louis County Police Department (Missouri)	
Interrogator #1	21

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Analysis

Analysis of Interviews

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Superior vs. Other Interrogators

- Obtained information from supervisor of interrogator participants
- Received information on –
  - Overall performance as interrogator
  - Efficient approach to interrogations
  - Ability to obtain confessions
  - Handling most difficult interrogation assignments
  - Training and mentoring/coaching less experienced interrogators
- Interrogator participants were evaluated according to –
  - Top 10%
  - Top 25%
  - Top 50%
  - Bottom 50%

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Superior vs. Other Interrogators

- EASI•Consult® interviewers also evaluated each interrogator participant
- Interrogator participants that were evaluated in Top 10% by *both* supervisor and interviewer were deemed *superior*
- 12 interrogator participants were *superior*

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Analysis of Interviews

- Each interview was read and independently coded for behavioral indicators by at least two Consultants
- The EASI•Consult® project team met to review all behavioral indicators across all interviews
- The behavioral indicators were categorized into themes
- The project team created a draft competency model for ***superior*** interrogators and ***other*** interrogators
- Dr. David Smith, David Hoff and Dr. Joseph Gier reviewed and edited the models to establish consistency

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Research Results

Threshold Skills

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Threshold Skills

Skills Exhibited by All Interrogators

- Prepares for interrogation
- Develops themes
- Builds rapport
- Rationalizes/Minimizes criminal act
- Uses Optional Questions
- Confronts suspect – Uses DPC
- Recognizes major non-verbal cues
- Treats suspect with respect
- Shows professional image

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Threshold Skills (continued)

Skills Exhibited by All Interrogators

- Separates self from Police/Arresting Authorities
- Reinforces/Rewards/Thanks admissions of acts
- Controls own emotions
- Maintains matter of fact approach to questioning
- Does not allow backtracking
- Uses hope and fear
- Allows suspect to explain what happened in their own words
- Uses recapping - after confession, has suspect repeat from beginning to end

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Superior Interrogators

Competency Model

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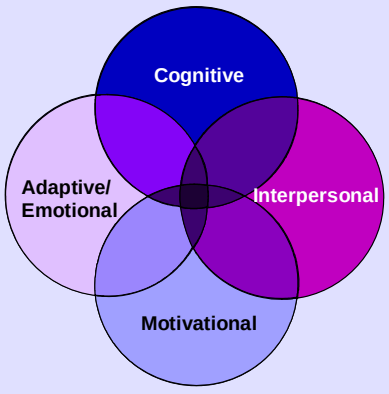
Research Behind the Model

Career Success Factors™



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Empirical Data

- **Cognitive – Validity Generalization studies 1980-1990 Schmidt and Hunter, etc.**
- **Interpersonal – Personality research (5-Factor Model) Goldberg 1993, etc.**
- **Motivational – McClelland 1955 – 1970s, etc.**
- **Adaptive/Emotional – Emotional Intelligence Goleman 1995, etc.**

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Superior Competencies

Competency	Primary Factor	Secondary Factor
Data Assembly	C	M
Data Integration	C	-
Psychological Stage Setting	I	C
Trust Building	I	-
Managing Direction & Pace	M	C
Listening and Attending	I	C
Key Behavioral Recognition	I	C
Non-Verbal Savvy	I	C
Event Detail Establishment	C	I
Inconsistency Awareness	C	-
Interrogation Adaptability	A	C
Strategy Adjustment	A	-
Psychological Leveraging	C	I
Interrogation Gamesmanship	C	-
Interrogation Risk Management	I	-
Courtroom/Legal Knowledge	C	-
Tenacity & Persistence	M	-

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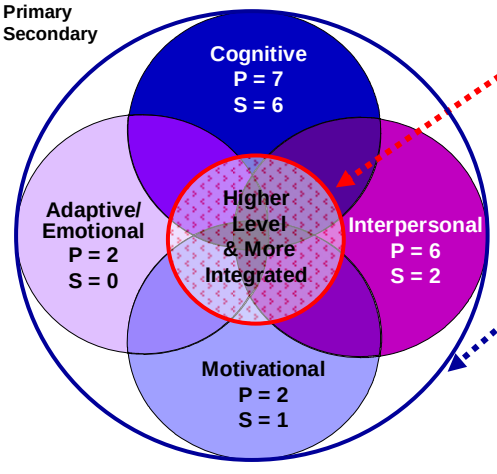
Competencies Sorted by Factors

P = Primary
S = Secondary



Superior Interrogators demonstrate stronger competencies AND can integrate them better. They fall here.

Good Interrogators demonstrate many of the same competencies (at a lower level) and show less integration in using them. They tend to fall here.

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Cognitive Competencies

Cognitive Competencies of Superior Interrogators…

- Data Assembly
- Data Integration
- Event Detail Establishment
- Inconsistency Awareness
- Psychological Leveraging
- Interrogation Gamesmanship
- Courtroom/Legal Knowledge

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Cognitive Competencies

Data Assembly

- *Goes beyond case file information and draws on additional resources to develop plausible themes.*
- Thoroughly learns the known facts of the case prior to the interrogation.
- Observes "truthful" suspect behavior in neutral situations to contrast with behavior that could be indicative of deception.

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Cognitive Competencies

Data Assembly

"In addition to the case file, I always go back to my reference books and read the sections on themes. I found that using the same themes all the time was not an effective way to get a confession."

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Cognitive Competencies

Data Integration

- *Effectively prioritizes most important facts from other facts in preparation for interrogation.*
- Recognizes and understands inconsistencies in case facts.
- Examines case statements for instances of omissions that may suggest deception.
- Develops themes based on different descriptions/reports in case file.
- *Develops multiple themes based on case file.*

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Cognitive Competencies

Data Integration

"I try to put together a plan based on information in the case file and what I learned during the initial interview. I develop multiple themes that seem appropriate and hope that one or more of these will work."

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Cognitive Competencies

Event Detail Establishment

- *Moves suspect to commit to a detailed description of events.*
- Asks the same question multiple ways to see if suspect contradicts self.
- Has deliberate, planful approach to move through establishing case facts up through confession.
- Recognizes when lack of detail is important to determine the truth.
- Simultaneously tracks multiple story lines during an interrogation (interrogator; suspect; case data).

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Cognitive Competencies

Event Detail Establishment

"I try to chip away the foundation of the suspect's denial by asking questions about the details of the crime and the scene. When they admit to the details, it corroborates the reality that they were there."

"I am interested in the truth … walking a person into a thousand lies … to give her the opportunity to tell me things that she is not threatened about now."

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Cognitive Competencies

Inconsistency Awareness

- Questions rationale behind all significant actions of suspect to determine a logical purpose.
- Recognizes incongruities in the details of suspect's statements.
- *Recognizes that "what is not said" by the suspect can be as important as what is said by suspect.*

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Cognitive Competencies

Inconsistency Awareness

"An innocent person will vehemently deny accusations. A guilty person may not confess, but will also NOT deny it."

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Cognitive Competencies

Psychological Leveraging

- Determines primary psychological "driver" (logical vs. emotional) of suspect.
- Effectively uses personal space and interpersonal touch to influence the suspect's responsiveness.
- *Feigns confusion to dismantle suspect's description of events.*
- Continuously raises and lowers stress level during interrogation and uses it for own advantage.
- Effectively uses props (e.g., chart, files) to convince suspect there is more evidence than actually exists.

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Cognitive Competencies

Psychological Leveraging

"When I want to get more information, I will ask for clarification. I will say that I am confused and ask the suspect to go over some facts again. Usually, it doesn't make sense to the suspect either. You have to watch the non-verbals and try to get as many facts as possible."

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Cognitive Competencies

Interrogation Gamesmanship

- Uses issues identified when reviewing case file as the strategy for questioning during the post-polygraph interrogation.
- Anticipates suspect's actions and reactions and strategically out-maneuvers them.
- Uses crime scene information as a ruse to elicit suspect into revealing more information.
- *Introduces theme based on what suspect says after "soft" Direct Positive Confrontation (DPC).*
- *Picks and develops the effective theme (from several) resulting in suspect confession.*

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Cognitive Competencies

Interrogation Gamesmanship

"This time I am using two themes – drinking and having kids at home. These are themes I can use over and over. I need to figure out if this theme is one that will cause the suspect to give it up. If not, I will drop it and go on to something else."

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Cognitive Competencies

Courtroom/Legal Knowledge Integration

- *Is intimately aware of courtroom requirements for admissions to be successfully prosecuted.*
- Is aware of potential impact from specific theme being introduced on later court proceedings.
- Obtains detailed admission of event to support appropriate charge.

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Cognitive Competencies

Courtroom/Legal Knowledge Integration

"I present the facts a couple of different ways to allow the suspect to admit guilt. It's important to get at the specifics of the crime and hear those in the suspect's words. I wanted to hear him say that he continued for 30 seconds to 1 minute after she said no. That information/detail can be used in court."

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Interpersonal Competencies

Interpersonal Competencies of Superior Interrogators…

- Psychological Stage Setting
- Trust Building
- Listening & Attending
- Key Behavioral Recognition
- Nonverbal Savvy
- Interrogation Risk Management

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Interpersonal Competencies

Psychological Stage Setting

- Sets expectation that contradictions may occur from previous statements.
- Intentionally creates a sense of disassociation from the crime by focusing the conversation on non-threatening events.
- *Depersonalizes description of victim(s) to disassociate the suspect from the crime (e.g., used pronouns vs. nouns).*

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Interpersonal Competencies

Psychological Stage Setting

"I always refer to the victim as her/she rather than using her name because I don't want to remind the suspect it was a bad thing that he did. Using 'woman' allows him to rationalize and minimize the situation. It doesn't seem as bad."

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Interpersonal Competencies

Trust Building

- Puts suspect at ease by allowing them to describe events in their own words.
- Mirrors suspect's behavior to establish commonality between suspect and interrogator.
- Attempts to relate to suspect as a man (or woman) and what men (or women) do.
- *Demonstrates genuine "liking behavior" toward suspect.*
- Convinces suspect that he/she is a confidant and advocate.

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Interpersonal Competencies

Trust Building

"After we get the administrative things out of the way (Miranda), we talk about why we are here. I realize that we have chemistry going … he and I are the same person in different circumstances."

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Interpersonal Competencies

Listening and Attending

- Strongly and continuously focuses on the words and actions of suspect during the interrogation process.
- Is continuously attuned to suspect's demeanor/stress level.
- *Hears and recognizes patterns of speech that indicate deception (e.g., switching past and present tense, using 3rd person to refer to others, qualifiers, etc.).*

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Interpersonal Competencies

Listening and Attending

"I asked the suspect if he knows where the victim is. He says, 'Right now, no, I don't know where the victim is."

"The suspect never referred to the victim by name. He always called her 'my girlfriend' – he was very possessive and objectified her."

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Interpersonal Competencies

Key Behavior Recognition

- Recognizes and understands degree of emotion in suspect's words as an indicator of deception.
- *Recognizes critical limits of suspect's stress level within the interrogation.*
- Recognizes when suspect is mirroring interrogator behavior allowing him or her to move to confession stage.
- Recognizes "bargaining" behavior (e.g., relating to a higher power, making lifestyle changes, making amends, etc.).
- *Accurately understands the meaning of behavioral patterns of a suspect.*

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Interpersonal Competencies

Key Behavior Recognition

"The goal is to get the suspect to think that the interrogator has him – or that it is imminent. The interrogator can see in the verbals and the non-verbals whether the suspect is innocent or not. If the suspect is not strongly denying the accusations, then he is probably guilty."

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Interpersonal Competencies

Non-Verbal Savvy

- *Accurately understands the meaning of specific non-verbal actions of a suspect.*
- *Accurately interprets nuances of suspect's facial expressions that indicate deception.*
- Reads body language and willingness to act with interrogator as a measure of rapport.
- Recognizes suspect's non-verbal reaction when confronted with inconsistencies in description of events.

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Interpersonal Competencies

Non-Verbal Savvy

"We have a flashbulb memory. I ask the suspect to recall an incident. He looked to the side and bit his lip a bit. I knew he was trying to fabricate a story. I waited and the suspect realized he was going to get caught so he confessed."

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Interpersonal Competencies

Interrogation Risk Management

- Understands the impact of specific words on each situation.
- *Knows when to take conversation to a more intimate level based on rapport established.*
- *Knows when to take a risk and confront suspect about denial.*

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Interpersonal Competencies

Interrogation Risk Management

"I just stopped the conversation because it is a denial in his mind. I have to interrupt him. He is very still right now. It's instinctual. An animal will stop – flight, freeze, or fight."

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Motivational Competencies

Motivational Competencies of Superior Interrogators…

– Managing Direction & Pace
– Tenacity & Persistence

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Motivational Competencies

Managing Direction and Pace

- Controls what themes are followed during interrogation.
- Presents information/position with confidence so that suspect believes it.
- *Uses cadence and speech volume to pace conversation and control interrogation.*
- Takes control by interrupting and refocusing suspect at appropriate time.
- Controls airtime and suspect denials.

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Motivational Competencies

Managing Direction and Pace

"The suspect is nodding in agreement – and I have slowed my speech down and lowered my voice to keep his attention."

"I might sense more resistance than I expected, so I will back off and go back to talking about something that worked before."

"I am trying to go in slow motion – get the suspect to commit to a story. People confess to their friends, not their enemies."

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Motivational Competencies

Tenacity & Persistence

- *Physically and mentally prepares for complete interrogation.*
- Demonstrates great personal effort to complete the interrogation.
- Uses focused and direct interactions to expand on suspect's confession.

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Motivational Competencies

Tenacity & Persistence

"I know that I might be there awhile (in the interrogation) so I prepare for that. I read everything I can about the case before the interrogation starts. I eat beforehand and take strategic bathroom breaks. I try to have a 'winning attitude' and know that I am there to get the job done. When I think I can't go any further, I give it another 10 minutes to see where things go. Then I do that again and again."

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Adaptive/Emotional Competencies

Adaptive/Emotional Competencies of Superior Interrogators…

– Interrogation Adaptability
– Strategy Adjustment

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Adaptive/Emotional Competencies

Interrogation Adaptability

- Skillfully presents multiple themes to gauge or determine reaction of suspect.
- *Effectively utilizes different approaches to interact with logical vs. emotional suspects.*
- Integrates information quickly during preparation and interrogation phases.

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Adaptive/Emotional Competencies

Interrogation Adaptability

"Logical offenders get angry and say, 'I've had enough of this.' They are like psychopaths – they can turn on you. When I am with emotional offenders, I ask them how they feel about the Polygraph and how they think it will turn out. Innocent people usually say that they hope it will prove that they did not do it."

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Adaptive/Emotional Competencies

Strategy Adjustment

- *Adjusts language to match that of suspect.*
- Adjusts themes quickly as new information surfaces during interrogation.
- *Effectively gauges Direct Positive Confrontation (DPC) to demeanor of suspect.*
- Recovers quickly from ineffective interaction with suspect.
- Refines initial themes based on suspect's answers to questions in pre-test.

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Adaptive/Emotional Competencies

Strategy Adjustment

"One approach is to give the DPC – I know you did it, there is no doubt about it, now let's find out why. I start to set up reasons (themes) for why the person did it."

"I have a standard schpeel that I use – just the way that the suspect talks. I use one approach for logical offenders and one for emotional offenders."

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Overall Results

Threshold Skills and Competencies

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Superior Interrogators

A Qualitative Difference

- Effective Interrogators demonstrated Basic (Threshold) Skills
- Superior Interrogators demonstrated these and Superior Competencies
- Threshold Skills are *procedural* while Superior Competencies are *behavioral*

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Summary and Recommendations

Recommendations

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Initial Training Process

- **Examine training requirements of each competency** – Detail difficulty of training for each competency
- **Design program for assessing interrogator candidates** – Evaluate training candidates on each competency
- **Develop process for individual training plan** – Each trainee begins training with own training plan for each competency
- **Include "mastery demonstration"** – For each competency, trainee would initially be able to demonstrate mastery

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Competency Training

- **Review Pre-Polygraph Interview research** – Learn the results from the study of the Pre-Polygraph Interview
- **Design training unit for each competency** – Focus training on each competency, emphasizing those that are more easily learned
- **Utilize videotape** – Key behaviors associated with each competency would be highlighted in videotape
- **Outline required behaviors for each competency** – For each competency, trainee would be required to demonstrate behaviors that would show mastery

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Competency Acquisition Model

Competency Acquisition Model…

1. Recognition
2. Understanding
3. Self-Assessment
4. Skill Practice
5. Practice on the Job

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Future Research Questions

- **Gender of interrogator and suspect** – Do male and female interrogators approach interrogation differently? Does the gender mix of the interrogator and suspect affect the interrogation?
- **Knowledge of culture of suspect** – Does the knowledge of the culture of the suspect affect the interrogation? Are certain interrogation approaches more effective with suspects of a specific culture?

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Future Research Questions

Personality of Interrogator –

- Are persons with certain personality types more likely to become Superior Interrogators?
- Do persons with various personality types learn interrogation techniques differently?

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Future Research Questions

- **Types of crimes** – Are certain interrogation approaches more effective with suspects who are accused of specific crimes?
- **Settings surrounding interrogation** – Does the setting related to the interrogation (e.g., civilian vs. military) impact the most effective approach for interrogations?

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Future Research Questions

- **Number of interrogators** – Is it more effective to only use one interrogator? Are two interrogators more effective? If yes, what is the most effective approach for the two interrogators to utilize when working together?

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